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ABSTRACT

This activity book is designed for use in implementing the competencies for the Business Systems and Technology 1 course in Florida. Part 1, Student Performance Standards, contains a variety of activities that correspond to some student performance standards. Part 2, Skill Development, focuses on skill-building strategies for teacher- or computer-directed keyboarding instruction. Each activity follows this format: title, time limit, description (step-by-step directions), variations, teacher tips, and the core performance standards taught. Part 3, Mini Activities, contains activities that can be completed in 5-10 minutes. Each activity uses a learning strategy that can be used with different objectives and content. Several content or topic examples are provided for each activity. Each activity follows this format: title, timeline, description, variations, teacher tips, and which core performance standards could be taught. Part 4, Teams, provides information on using learning teams, quick teaming strategies, and group roles. Each activity provides such information as title, time, description, objective and goal, and required materials. Part 5, Projects, discusses using projects in the core curriculum and lists project ideas. Each project follows this format: title, time line, description, variation, teacher tips, and the core performance standards taught. Activities in part 6 follow the same format. Part 7, Management Points, describes how students earn and lose points. Part 8, Assessment, provides examples of alternative assessments. (YLB)

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ED 421 636

BUSINESS SYSTEMS AND TECHNOLOGY 1

- Student Performance Standards
- Skill Development
- Mini Activities
- Teams
- Projects
- Activities
- Management Points
- Assessment

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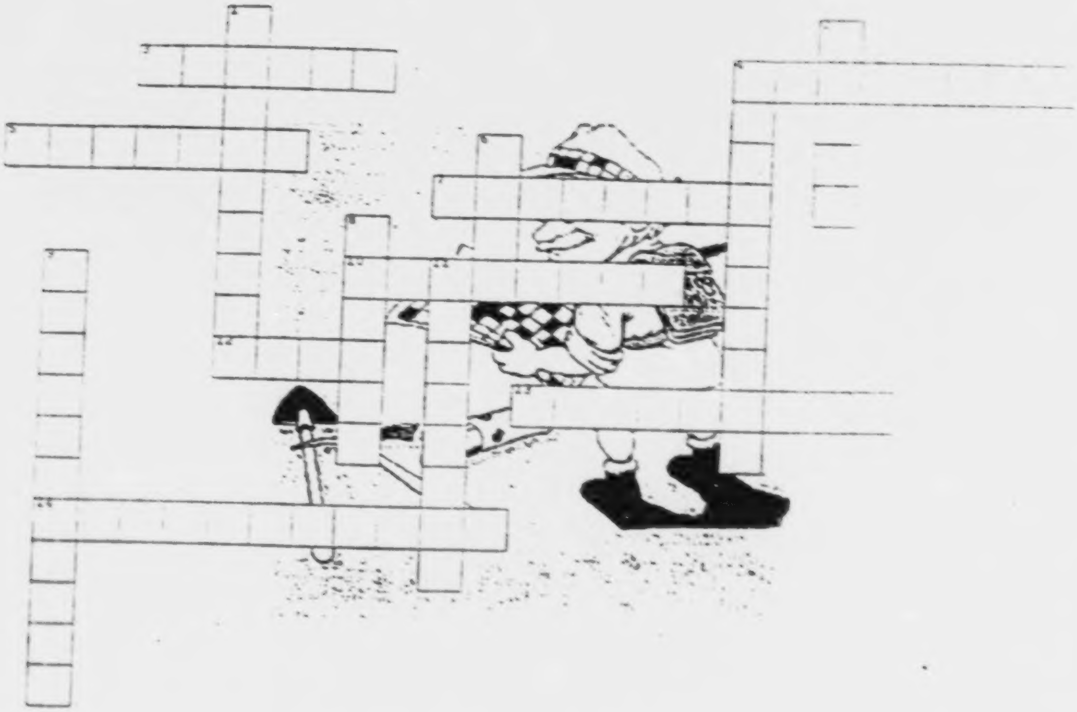
Student Performance Standards



BST1 1998 100

ACROSS

3. The blinking vertical line on the screen that marks where text will appear when you begin typing.

4. The physical equipment that makes up a computer or word processing system.

5. A TV-like screen used to display text, data, and graphic images.

7. An arrangement of keys on a "board" that is attached to a typewriter, computer, or word processor.

10. Degree of freedom from errors.

12. A magnetic, Mylar-coated record-like disk used for recording, reading, and writing by a central processing unit.

13. The unit into which a disk is inserted to be read or written on by the central processing unit.

14. To use vertical line spacing that leaves no blank space between printed lines of copy.

DOWN

1. To compare copy on a display screen or printout to the original.

2. To produce a paper copy of information displayed on a screen or stored in a computer, word processor, or typewriter.

4. A manually entered return to the left margin.

6. A listing of available software options that appears on a display screen.

8. A key that when struck causes the print carrier or cursor to skip to a pre-set position; used to indent paragraphs or other document parts.

9. To use vertical line spacing that leaves one blank line space between printed lines of copy.

11. A key that causes all letters to be capitalized without having to depress a shift key for each use.

STUDENT PERFORMANCE STANDARD 101.0

Apply basic communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.

101.01 Select and use modes of communications appropriate to specific life and work situations.

Suggested Activities: Allow students to answer the phones

Read current events from the newspaper

Public Speaking- allow the students to select an item from their backpacks. Instruct the students that they should pretend that they are the inventors of this product and should persuade their classmates to purchase their product.

Comprehend basic newspaper and magazine articles

101.02 Organize ideas and communicate oral and written messages appropriate to listeners and situations in life, workplace and environments.

Suggested Activities: Allow students to use visual aids(i.e. transparencies, LCD panels, flow charts, etc.) to describe a given situation

Role play in class a situation involving an angry customer

Hold mock trials.

Hold small group discussions on any given subject

Have the students to design a letter of complaint concerning any given subject matter (i.e. disappointed with a product)

Allow the students to create party invitations. This will allow them to practice their centering abilities as well

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101.03 Use listening, speaking, nonverbal skills and strategies to communicate effectively with supervisors, co-workers and customers.

Suggested Activities: Allow the students to prepare a step-by-step list of directions on how to receive a soda from the soda machine. Once they have keyed their step-by-step list, allow the students to implement their course of action to see if they were clear and precise in their directions.

Show a video-tape on listening skills. Then allow the students to key what the main objectives were in the video, and allow them to present their list to the class.

101.05 Develop a working knowledge of standard written communication formats used for personal and professional communication.

Suggested Activities: Have the students to type business letters, personal business letters, reports, tables, and even use e-mail on any given subject area.

101.07 Collaborate to complete tasks and solve life and business related problems.

Suggested Activity: Use teamwork with problem solving activities. Give teams a business related problem to solve, and have students to write or key several solutions to one problem and present them to the class.

101.08 Use professional business vocabulary appropriate for entry-level jobs in business environments.

Suggested Activity: Provide the students with newspapers, or magazines. Instruct the students to locate the most frequently ***used*** words in three different articles. Once that list is compiled, instruct the students to locate the most frequently ***misspelled*** words in the articles.

Team Project—International Travel (7 day trip)

1. Select a country.
2. Prepare a report
    a. Locate on a map
    b. Climate
    c. Government
    d. Food
    e. Points of interest
    f. Currency exchange rates--create a spreadsheet to show how much $5, etc. is worth in this country.
4. Compose a letter to Travel & Tourism Department or U.S. Embassy.
5. Price airline travel.
6. Type a trip itinerary.-
7. Budget
8. Design a travel brochure.
9. Time Zone
10. Oral report

Team Project—Budget: One Month On Your Own

1. Select and apartment
   Apartment Locators Guides at 7 Eleven
2. Estimate water, electric, telephone expenses.
3. Prepare a budget
    - Income
    - Expenses
        - Fixed expenses
            - Rent
            - Car insurance
        - Variable expenses
            - Clothing
            - Groceries
            - Lunch and dinner
            - Electricity
            - Gas and oil
            - Gifts
            - Recreation
            - Savings
            - Books and magazines
            - Miscelaneous
4. Calculate cost to
    a. Paint
    b. Recarpet
    c. Wallpaper

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Europe '95

European contacts

If you're planning a trip to Europe, it pays to contact the tourist office of the country you're interested in visiting to ask for information. Be sure to specify what part of the country you're thinking about visiting so that information will be as specific as possible. Other good things to convey: Your itinerary and dates or season of travel, possible mode of transportation (rail or rental car, for instance), age and whether you will be traveling with children.

Here is a list of some European tourist office contacts:

■ **Austrian National Tourist Office**, 500 Fifth Ave., Suite 800, New York, N.Y. 10110; (212) 944-6880.

■ **Belgian Tourist Office**, 780 Third Ave., Suite 1501, New York, N.Y. 10017; (212) 758-8130.

■ **British Tourist Authority**, 551 Fifth Ave., New York, N.Y. 10176; (800) 462-2748.

■ **Bulgarian Tourist Information Center**, 41 E. 42nd St., Suite 508, New York, N.Y. 10017; (212) 573-5530.

■ **Cyprus Tourism Organization**, 13 E. 40th St., New York, N.Y. 10016; (212) 683-5280.

■ **Czech Republic U.S. Embassy**, 3900 Spring of Freedom St. N.W., Washington, D.C. 20008; (202) 363-6315.

■ **Danish Tourist Board**, 655 Third Ave., New York, N.Y. 10017; (212) 949-2333.

■ **Estonian Consulate**, 630 Fifth Ave., Suite 2415, New York N.Y. 10111; (212) 247-1450.

■ **Finnish Tourist Board**, 655 Third Ave., New York, N.Y. 10017; (212) 949-2333.

■ **French Government Tourist Office**, 444 Madison Ave., 16th Floor, New York, N.Y. 10022; (212) 838-7800.

■ **German National Tourist Office**, 122 E. 42nd St., 52nd Floor, New York, N.Y. 10168; (212) 661-7200.

■ **Greek National Tourist Organization**, 645 Fifth Ave., New York, N.Y. 10022; (212) 421-5777.

■ **Hungarian Tourist Board**, 150 E. 58th St., New York, N.Y. 10155.

■ **Irish Tourist Board**, 345 Park Ave., 17th Floor, New York, N.Y. 10154; (212) 418-0800.

■ **Italian Government Travel Office**, 630 Fifth Ave., New York, N.Y 10111; (212) 245-4822.

■ **Embassy of Latvia**, 4325 17th St. N.W., Washington, D.C. 20011; (202) 726-8213.

■ **Lithuania**, Vytis Tours, 40-24 235th St., Douglaston, N.Y. 11363; (718) 423-6161; (800) 778-9847.

■ **Luxembourg National Tourist Office**, 17 Beekman Place, New York, N.Y. 10022; (212) 935-8888.

■ **Malta National Tourist Office**, 350 Fifth Ave., Suite 4412, New York, N.Y. 10118; (212) 695-9520.

■ **Monaco Government Tourist & Convention Bureau**, 845 Third Ave., 19th Floor, New York, N.Y. 10022; (212) 759-5227.

■ **Netherlands**, 225 N. Michigan Ave., Suite 236, Chicago, Ill. 50501; (312) 616-8790.

■ **Norwegian Tourist Board**, 655 Third Ave., New York, N.Y. 10017; (212) 949-2333.

■ **Polish National Tourist Office**, 275 Madison Ave., Suite 1711, New York, N.Y. 10016; (212) 338-9412.

■ **Portugese National Tourist Office**, 590 Fifth Ave., New York, N.Y. 10036; (212) 354-4403.

■ **Russian National Tourist Office**, 800 Third Ave., Suite 3101, New York, N.Y. 10022; (212) 758-1162.

■ **Slovakia Travel Service**, 10 E. 40th St., Suite 3601, New York, N.Y. 10016; (212) 689-9720.

■ **Slovenian Tourist Office**, 122 E. 42nd St., Suite 3006, New York, N.Y. 10168; (212) 682-5896.

■ **Tourist Office of Spain**, 665 Fifth Ave., New York, N.Y. 10022; (212) 759-8822.

■ **Swedish Travel & Tourism Council**, 655 Third Ave., New York, N.Y. 10017; (212) 949-2333.

■ **Swiss National Tourist Office**, 608 Fifth Ave., New York, N.Y. 10022; (212) 757-5944.

■ **Turkish Tourist Office**, 821 United Nations Plaza, New York, N.Y. 10017; (212) 687-2194.

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Sample Test Questions

1. You have so many friends it is difficult to keep track of them all. You would like to organize their names, addresses, telephone numbers, and birthdays on the computer. Which type of program should you use? (A) Word processor (B) Spreadsheet (C) Drawing (D) Database

2. You've just completed an important research paper about the rainforest. You would like to design some illustrations to complete the information provided in the paper. Which type of program should you use? (A) Word processor (B) Spreadsheet (C) Drawing (D) Database

3. You are helping to organize a birthday party for a friend. You are in charge of drawing the picture for the front of the invitations. (A) Word processor (B) Spreadsheet (C) Drawing (D) Database

4. You are writing a book review for the school newspaper. You want your spelling to be perfect. (A) Word processor (B) Spreadsheet (C) Drawing (D) Database

5. You just opened a savings account at the bank. Every week you are going to put part of your allowance into this account. You want to use the computer to keep track of the balance of the account. (A) Word processor (B) Spreadsheet (C) Drawing (D) Database

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BUSINESS SYSTEMS AND TECHNOLOGY 1
101.7 Mathematical Operations

Team Project—International Travel (7 day trip)

1. Select a country.
2. Prepare a report
    a. Locate on a map
    b. Climate
    c. Government
    d. Food
    e. Points of interest
    f. Currency exchange rates--create a spreadsheet to show how much $5, etc. is worth in this country.
4. Compose a letter to Travel & Tourism Department or U.S. Embassy.
5. Price airline travel.
6. Type a trip itinerary.
7. Budget
8. Design a travel brochure.
9. Time Zone
10. Oral report

Team Project—Budget: One Month On Your Own

1. Select an apartment
    Apartment Locator Guides at 7 Eleven
2. Estimate water, electric, telephone expenses
3. Prepare a budget
    - Income
    - Expenses
        - Fixed expenses
            - Rent
            - Car insurance
        - Variable expenses
            - Clothing
            - Groceries
            - Lunch and dinner
            - Electricity
            - Gas and oil
            - Gifts
            - Recreation
            - Savings
            - Books and magazines
            - Miscellaneous
4. Calculate cost to
    a. Paint
    b. Recarpet
    c. Wallpaper

103.01 Use strategy to derive information from communication mode used in business.

A. Identify important points, ex. Who, what, when, where, how.

B. Take into consideration attention span; lecture for 12-15 minutes and give a task.

C. Demonstrate non-verbal communication skills, eye contact, expressions, body language.

D. Do crossword puzzle on terms relevant to chapters.

103.02 Strategies to select appropriate information.

Determine interest of the students. If students are interested in technical vs academic, gear the class toward that experience. Have representation from hotel management to talk about careers in that industry.

ACTIVITY TITLE: **Why Do I Need This Class?**

MEET OBJECTIVE NO. 104.1

REQUIRED SOURCE DOCUMENT: Classified/Employment Section of Newspaper, library visit and/or Internet research capabilities.

REQUIRED SOFTWARE: Word processing software.

Reason to Teach This Unit: Each student will be able to realize the need to take this course with its offering of teaching the operation of a computer, the utilization of business communication skills, and the basic skills to run various software programs. Such personal knowledge of the relevance of education will be a positive incentive with intrinsic value to the student to continue to learn.

Activity Outline: Each student will read the classified advertisements to find a minimum of fifteen different jobs/careers requiring computer and keyboarding skills. Then each student will choose one from their personal list of fifteen to develop a report on a specific career opportunity. This activity will be evaluated on two levels: written and verbal. Class time will be allotted for completion of the keyed report in proper report format and for an oral presentation as a synopsis of the student's findings before the class.

Objective: Each student will be able to state five current positions being advertised in the local newspaper requiring skills being learned in this class. Additionally, each student will be able to present a verbal and written report of one of those positions' educational requirements, secular responsibilities, career opportunities, possibility of promotion, compensation (salary, commission, etc.) basis, and pay range.

Research Outline: After approval by the teacher of the chosen career (necessary in order to eliminate duplicate research topics), students will be told the criteria for achieving an excellent review of their final papers. The report must include information on skills required, educational background, expected experience, monetary and benefit compensation, opportunity for vertical and horizontal mobility within the firm, and similar careers.

Number of Days for Completion of Report: Two weeks. One week to research and formulate rough draft. Between the beginning and end of this project, the teacher should schedule class time for library research or Internet surfing for information on the report. One week for final draft and scheduling of oral presentation.

Teacher Follow-Up: The teacher may want to use the students' input to develop a poster/display of current industry trends by listing all the different types of jobs/careers utilizing computer skills.

ACTIVITY: **WHO USES THE INTERNET? WHO SHOULD POLICE/SECURE THE INTERNET?**

MEET OBJECTIVE NO. 104.2

REQUIRED SOURCE DOCUMENT: Some documents of discussions amongst professional business people of concerns regarding security on the Internet as found by the teacher during preliminary development of the unit. A full copy of the Decency Act and judges opinions as attached to the legislation.

Activity Outline: This is a lesson wherein students formulate opinions on the current state of the Internet's security or lack thereof. Additionally, the oral presentation of a group of individuals is excellent practice for secular communication skills, interoffice personal/social skills, and how current trends/concerns in the business world must be realized by each student. The class will form groups of three or five individuals (teacher decision of group size) to formulate opinions on source documents and possible solutions.

Teacher Note: The teacher acts only as a facilitator in this lesson. The teacher must be careful not to supply a slant or an opinion before the end of this project. The teacher's "solution" to the problem should not even be given as a hint. Students should not be led to believe that agreement with the instructor means an "A".

Objective: Each student will be able to see cause and effect of problems posed to businesses wishing to attract clientele through the Internet. Security is an issue; but, can any business afford not to compete on the Internet and maintain a presence in cyberspace? Each student will be able to form an opinion--however basic--on current issues facing businesses and real workplace issues. Each student will be able to consider the following issues within the confines of this project: Will network-centric businesses surpass "traditional" businesses in sales and profits? What can those wishing to compete within the framework of the Internet be able to guarantee client confidentiality? Will they be able to protect services and product line from sabotage from hackers and competition? Is there a solution? How does an employer control or monitor an employee's time on the Internet to ensure excellent service to both the client and the employer? What employee issues concerning privacy/trust are violated by too much security?

Research Outline: Not much research will be required for this project. The project requires more interaction between students in a group and that group with the class during the question-and-answer session. (See a suggested example of a grade sheet attached.)

Method of Evaluation: The teacher may use the attached chart to track individual progress during presentation. Additionally, the teacher should monitor individual interaction within the group before the actual presentation begins.

Number of Days for Project: Five days: First Day: The project is outlined to the class and groups are randomly assigned by the teacher. No one has the choice or option of changing and working with friends. We do not usually have a choice of our workmates. This teaches group social skills at the personal level. You do not have to agree with the group in order to present a group project. Second Day: Groups meet and state individual opinions. Then the group formulates a possible viewpoint or slant for their presentation. Third Day: The group reviews the Decency Act (teacher provides copy downloaded from the Internet). Comments and practical applications are discussed. Then the group gets ready for the individual 2-minute statements. Fourth and Fifth Days: The groups begin their presentations. Each member of the group must speak for a minimum of two minutes and no more than four minutes. Then the group opens the floor for five minutes of Q & A from peers in class not of their group. Teacher is an observer and notes individual grades and group presentation/interaction grade.

Teacher Follow-Up: With parental/guardian permission, the teacher can forward the best students' comments on security solutions/issues on the Internet to the executives at MSNBC, ZDNET (Ziff-Davis Publishing), or another business contact made through the Internet. This allows students to see a practical application for a classroom lesson. The lesson has relevancy. Student discussions are taken seriously and they have real world value.

Group Grade Sheet

Student Name	Time	Volume	Content	Clarity of Opinion	Group Dynamics

Strengths:

Weaknesses:

Excellent Comments Noted:

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EXAMPLE OF LETTER TO PARENTS/GUARDIANS SEEKING PERMISSION TO PUBLISH STUDENT COMMENTS ON THE INTERNET

Date

Dear Mr. & Mrs. ___________,

The Business Systems Technology I class had an assignment covering the topic of ethics and the Internet. Some materials of the introductory lecture were gotten from MSNBC and Microsoft's home pages. Through e-mail services, I informed both companies that these materials were to be used in the class lecture and discussion. I further let them know that I would forward some of the results of this lesson when it was completed.

The group assignment ended with students presenting their solution to some of the problems encountered when minors have access to the Internet. Your child's comment was noted and I would like your permission to forward it to both Mr. Pete Williams of MSNBC and Mr. Sternberg of Microsoft on the Internet.

A copy of the quote is noted below and if you agree to having this quote transmitted over e-mail to both companies, please sign this letter and return it to me as soon as possible. If you have questions or wish to discuss any of this with me, feel free to call me at 320-4050, Ext. 54228. I will return my voice mail quickly if you supply an evening telephone number.

Sincerely,

Mrs. Aboul-Hosen

Quote:

____

____ - Child's name

Signed:

______________________________ ____________________

Parent/Guardian Signature Date

105.0 Develop an awareness of management functions and organizational structures as they relate to today's work place and employer/employee roles.

After discussing with the students the formal structure of management, (this could include the eight steps for problem solving that a manager should be aware of) have students read the critical thinking problem, answer the questions, and then design a probable solution.

Christine Jordan started a business twenty years ago as a one-person operation. It grew slowly for a while because Jordan did all the work. As the business expanded, she hired more people. The business now employs one hundred persons. She has an open-door policy, and all employees are permitted and expected to come to her for answers to their problems. She has given responsibility to her sales manager, her production manager, and a purchasing agent, but she makes all the decisions or approves the decisions before they are made. She thinks that an organization chart is not needed because everybody knows how the organization operates, and they understand that she is the boss.

1. What do you think about the efficiency of an organization of this type?
2. How do you think the department heads and the employees feel about the present type of organization and management?
3. Do you have any suggestions for the improvement of this business?

Entertainment
Government
Business
Autos
Careers
Help

on LYCOS now

FEATURED
TODAY

Get LYCOS
or get lost.

1) **Structure, Management & Performance of Strategic Technology Alliances**
INFORMS Online Structure, Management & Performance of Strategic Technology Alliances WA29.2 Structure, Management & Performance of Strategic Technolog.
http://informs.org/Conf/NO95/TALKS/WA29.2.html [100%]

2) **Structure, Management & Performance of Strategic Technology Alliances**
INFORMS Online Structure, Management & Performance of Strategic Technology Alliances WA29.2 Structure, Management & Performance of Strategic Technolog.
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3) **Wool CRC - Management Structure**
Management Structure The management of the Centre is through a Board, the Centre Director, and Executive Commitee and a Commercialisation Commitee [CR.
http://ansc.une.edu.au/wool-crc/management.html [99%]

4) **Autonomous Management Units: Designing Organizational Structure After Business C**
INFORMS Online Autonomous Management Units: Designing Organizational Structure After Business Cost Structure MC34.3 Autonomous Management Units: De.
http://informs.org/Conf/NO95/TALKS/MC34.3.html [99%]

5) **Management Structure of ISHS**
Management Structure of ISHS BOARD OF ISHS Chairman - President of the Society : Prof. Dr. S. Sansavini, University of Bologna, Via Filippo Re 6
http://www.agr.kuleuven.ac.be/ishs/mgm/mgm1.htm [99%]

6) **Autonomous Management Units: Designing Organizational Structure After Business C**
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7) **Separate IMAGE for LOCAL foil 16 Database Structure and Space Management in Ora**
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http://www.npac.syr.edu/users/gcf/cps616oraclebasi [99%]

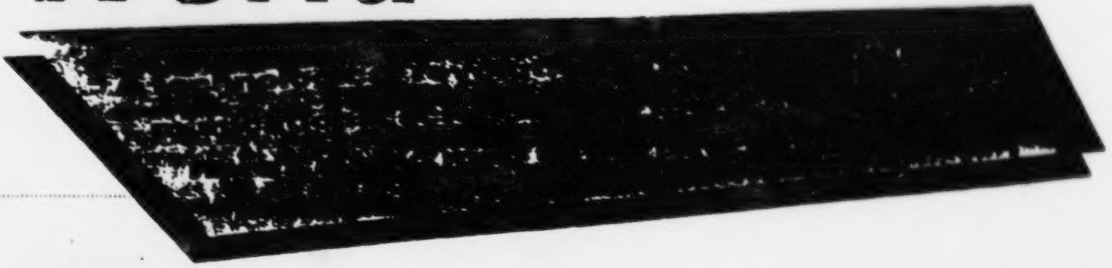
8) **RTC Sligo - Management/School Structure**
MANAGEMENT/SCHOOL STRUCTURE STIURTHOIR/DIRECTOR Breandan Mac Conamhna REGISTRAR Maurice Doran COLLEGE SECRETARY/FINANCIAL CONTROLLER John Cosgrove HEA.
http://ns.rtc-sligo.ie/rtc_ug/manage.html [99%]

9) **MANAGEMENT & ORGANISATION STRUCTURE**
MANAGEMENT & ORGANISATION STRUCTURE JOINT VENTURE MANAGEMENT COMMITTEE Dr Alan Reid (Chairman) Director, Institute of Minerals, Energy and Constr.
http://www.dpr.csiro.au/apcrcar95/MOrgStruc.html [99%]

10) **Market Structure and Optimal Management Organizations**
Market Structure and Optimal Management Organizations Volume: Volume 18, No. 4 Issue: Winter 1987 Pages: pp. 480-491 Authors: Clive Bull and Janu
http://www.rand.org/misc/rje/abstracts/abstracts/1 [99%]

A Brave New World

By Tod Olson and Eric Gershon



Illustrations by Juliette Borda

Pick up a newspaper or turn on the TV and you're likely to think you've landed in the middle of the latest *Star Trek* movie. Scientists are duplicating human embryos, inventing computers that make you feel you're skiing in the Rockies, and talking about "information highways" that could allow you to browse electronically through a library 6,000 miles away.

You are living through a technological revolution that is turning science fiction into reality. Where is this revolution taking us? And are there any dangers to watch out for? What follows is a glimpse at what lies ahead.

Communications and Information

Want to see Pearl Jam live—in Tokyo? Talk to a French teacher—in Paris? Tour a mall—in Mexico City? If all goes according to plan, you'll be able to do each of these things, without leaving your living room.

These are only a few of the roadside scenes that may soon be glimpsed on the information superhighway, a futuristic blueprint for an electronic communications network that will go into every home and business. Through a single computerlike device, you would get everything from telephone service to music to videos.

Sounds great. But how far can we drive on the infoway? And what will the view look like as we ride along it?

The Technology

- **Fiber Optics:** The mechanism that will allow the infoway to transmit so much information is fiber-optic cable. Fiber optics are made up of tiny, thin strands of glass that carry 250,000 times more information than standard copper telephone wires. That means that audio and video signals and electronic text can all be sent through a single cable.
- **The Home Information Appliance:** This is the device you'll use to tap into the infoway. It has yet to be built, but when it is, it will be a kind of phone, TV, and computer, all rolled into one.

What Exists Now

- **The Internet:** A computer network linking some 25 million people internationally, the Internet is a prototype of the infoway. On it, you can get all kinds of data—from serious scientific research to articles in popular magazines—and communicate electronically with anyone who is also hooked up.
- **Interactive Cable TV:** Some cable systems already allow users to play video games, call up magazine articles and movies, or send electronic Christmas cards—all through their TV sets.

What's Coming

- **Interactive Shopping:** Though you may still want to go to the Gap, you will also be able to browse and order products through video catalogues.
- **Entertainment:** You may be able to choose from as many as 500 TV channels, select any movie or CD you want, or play interactive video games.
- **Interactive Education:** Electronic card catalogues, live online classes, and opportunities to communicate easily with people in other countries are all on tap.

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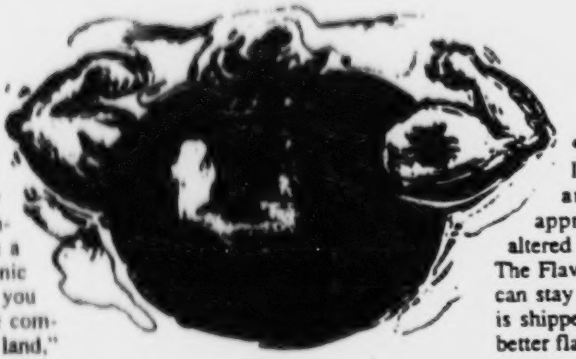


- **Virtual Reality:** The most dazzling of the new technologies, virtual reality will allow you to simulate three-dimensional physical experiences through a computer. By putting on electronic gloves, a helmet, and other gear you will be able to interact with the computer images. In "virtual reality land," you will be able to interact with characters in a video game, tour a mall, or take a hike in a rain forest.

Problems

- **Who's paying?** It is still not clear who will shell out the estimated $500 billion needed to build the infoway. And once it is built, access fees may be so high that only the rich will be able to use it.
- **Can our privacy be protected?** The more that people are connected electronically, the more chance there is that someone will end up eavesdropping on you, examining your buying habits, or checking your tax records.

Biotechnology

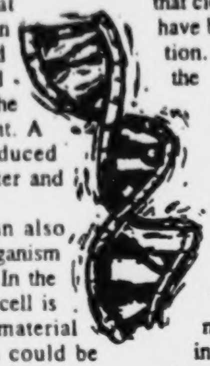
Advances in biological research have launched another technological revolution—one that may influence our lives as much as the infoway. Spearheading this revolution is a new field called biotechnology. Biotechnologists apply these advances to everything, from growing better crops to curing human diseases.

The cornerstone of the new biotech industry is genetics, the study of inherited traits in living things. Genes—the object of study in genetics—make up the blueprint for life. They give one person blue eyes and another brown; they make rice thrive in swamps and cactus in the desert; they create a predisposition toward sickness or health.

Today, for the first time in history, scientists are learning to manipulate genes and alter the makeup of living things. In the hands of biotech engineers, these techniques may alter our very concepts of life.

The Technology

- **Genetic Engineering:** Scientists can now add, or splice, genes to a living organism in order to change the organism's character. Genetic engineering's most hopeful function is to cure diseases caused by defective genes. After identifying the genes that cause disease, doctors can remove defective blood cells from a patient, add healthy genes, and return the treated cells to the patient. A similar process has produced vegetables that ripen better and grow faster.
- **Cloning:** Scientists can also reproduce, or clone, an organism from its genetic material. In the cloning process, a whole cell is copied with its genetic material intact. Human embryos could be cloned with potentially bizarre results: Parents could duplicate an embryo before having a child, freeze one, and have their child's twin several years later.



What Exists Now

- **Gene Therapy:** In September 1990, a 4-year-old girl with a rare immune-system disease became the first human being to receive gene therapy. "This is not Buck Rogers stuff for 50 years from now," says Dr. W. French Anderson, who performed the operation. People have since received gene therapy for cancer and high cholesterol.
- **Human Clones:** In October 1993, at George Washington University in Washington, D.C., biologist Jerry Hall turned 17 human embryos into 48, accomplishing human cloning for the first time.

- **Genetically Altered Food:** In May 1994, the Food and Drug Administration approved the first genetically altered food, the Flavr Savr tomato. The Flavr Savr rots more slowly and can stay on the vine longer before it is shipped to market—thus retaining better flavor.

What's Coming

- **The Human Genome Project:** HGP is a massive, federally funded effort to identify all 50,000 to 100,000 human genes, increasing vastly the promise of gene therapy.
- **In-Vitro Fertilization:** Scientists hope that cloning will help infertile couples have babies through in-vitro fertilization. The process involves mixing the egg and sperm in a laboratory to produce embryos. The embryos are then implanted in the woman's womb, where one embryo may mature into a fetus. Cloning embryos increases the chance of success.
- **Engineering Human Beings:** Tinkering with genetic material may soon allow us to select traits in our children, and even in ourselves. According to George Annas, of Boston Unversity, "Gene therapy could become the cosmetic surgery of the next century."

Problems

- **Is it safe?** Gene therapy is an inexact science. If a gene is spliced into the wrong place in a cell, it could disrupt the functioning of other genes and perhaps cause the growth of a tumor. And while no one has proved that genetically altered food is unhealthy, consumer groups worry about dangers surfacing years from now.
- **Are we playing God?** Critics warn that by altering genetic material, we are disrupting the forces of nature. "Are we wise enough to ignore millions of years of evolution?" asks critic Jeremy Rifkin.
- **Is it worth it?** Some scientists say that factors like diet and stress play a greater role than genes in causing disease. So it may make more sense to fund more nutrition research than the "pie in the sky" gene kind. ■

NAME ______________________________ PERIOD ________

A BRAVE NEW WORLD

1. Define "information highways" as given in the first paragraph.

2. List some of the ways this technological revolution is being used.

3. How will an electronic communications network in your home help you?

4. What mechanism allows information to travel along the infoway?

5. Explain what fiber optic cable is made up of.

6. How does this cable work?

7. What two items exist now on this infoway?

8. List the four items that are coming soon to the infoway.

9. Explain virtual reality.

10. What might be some problems that will occur?

11. Explain how biotechnology may encounter its own technological revolution.

12. What is the cornerstone of the new biotech industry?

13. How will genetics possible change?

14. What two technology techniques will genetics use?

15. What genetic techniques exist now?

16. What genetic techniques will soon be used?

17. Explain the problems they feel will result.

Paving the Infoway

By Ken Silverstein

An astonishing new world of interactive electronic communications is coming—sooner than you think. But will everyone be able to plug in?

Too tired to run down to the video store but dying to see a good action flick at home? Want the latest Beastie Boys CD or a new magazine or book? No problem. Just sit down in front of your home computer or TV and punch up what you want, when you want it, from an electronic catalogue containing thousands of titles.

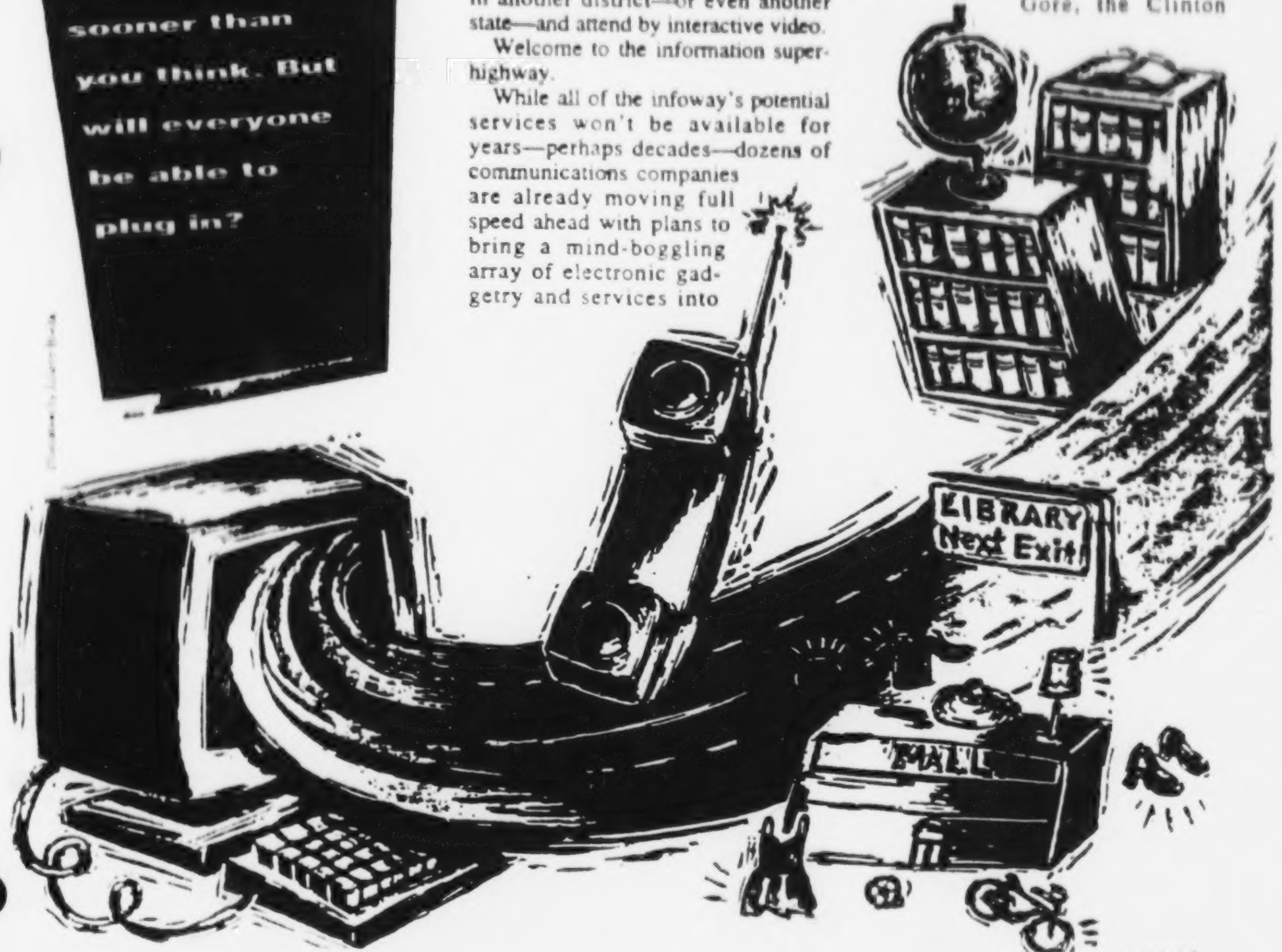
Your school has no professors of Japanese, a language you want to learn before visiting Tokyo during summer break? Don't worry. Just enroll in the language course offered by the school in another district—or even another state—and attend by interactive video.

Welcome to the information superhighway.

While all of the infoway's potential services won't be available for years—perhaps decades—dozens of communications companies are already moving full speed ahead with plans to bring a mind-boggling array of electronic gadgetry and services into your home. Meanwhile, the Clinton administration has made the building of a data highway the centerpiece of an ambitious plan to revitalize the U.S. economy in the 21st century.

Indeed, the information highway's boosters say it will revolutionize this nation's politics, economy, and culture: Electronic "town meetings" will reinvigorate democracy, they predict, and new computer technologies will allow people to do everything from taking a virtual-reality safari in Africa to browsing through the massive archives at the Library of Congress.

The world is on "the eve of a new era," says Vice President Al Gore, the Clinton



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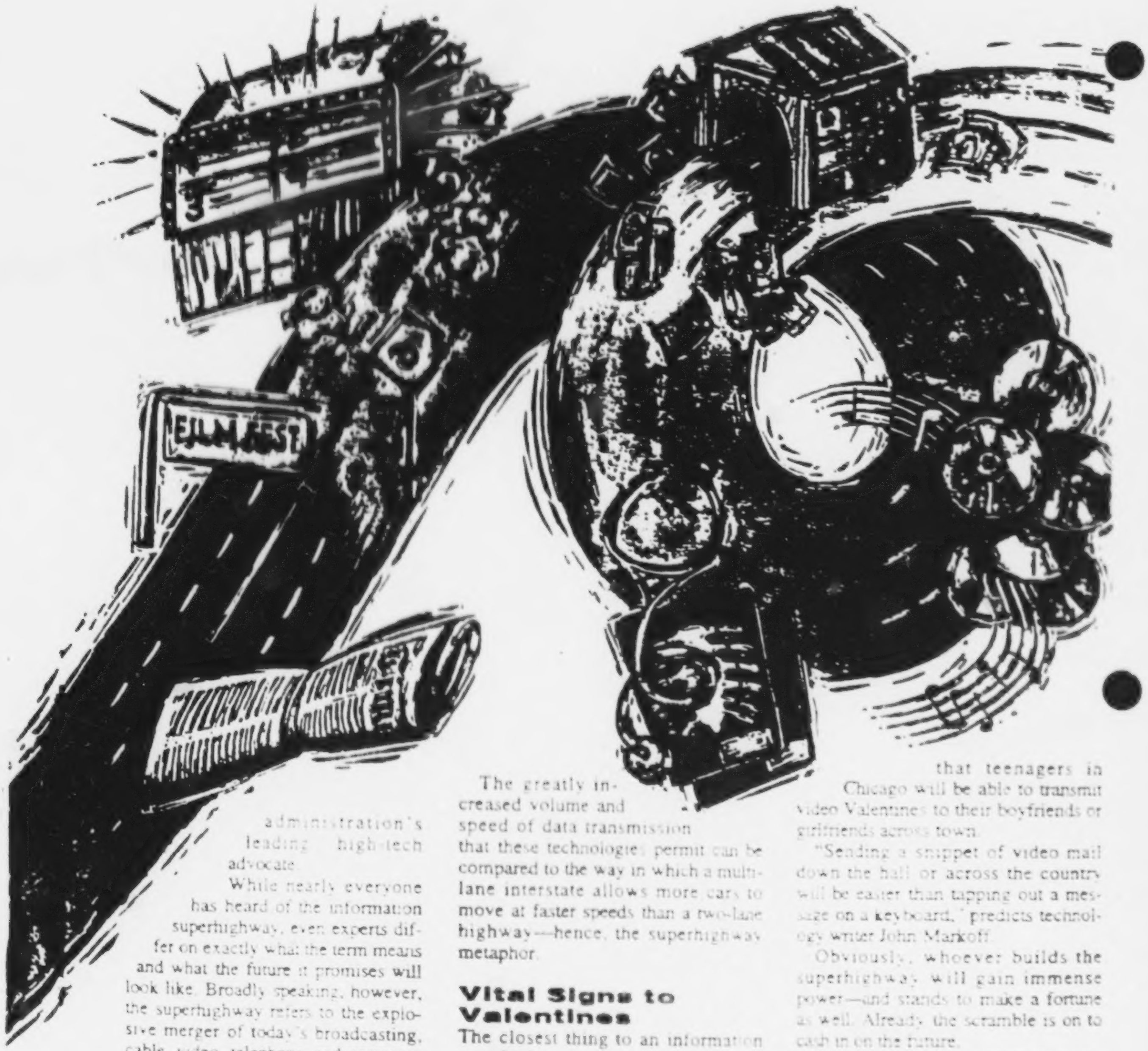

administration's leading high-tech advocate.

While nearly everyone has heard of the information superhighway, even experts differ on exactly what the term means and what the future it promises will look like. Broadly speaking, however, the superhighway refers to the explosive merger of today's broadcasting, cable, video, telephone, and computer industries into one enormous all-connected megaindustry.

Driving the merger are technological advances that have made it easier to store and rapidly transmit information into homes and offices. Fiber-optic cable, for example—made up of hair-thin strands of glass—can transmit 250,000 times as many data as a standard telephone wire, or the equivalent of the entire 32-volume *Encyclopedia Britannica* every second (see *Primer*, page 4).

The greatly increased volume and speed of data transmission that these technologies permit can be compared to the way in which a multilane interstate allows more cars to move at faster speeds than a two-lane highway—hence, the superhighway metaphor.

Vital Signs to Valentines

The closest thing to an information superhighway today is the Internet, the system of linked computer networks that allows up to 25 million people in 135 countries to exchange information (see story, page 10).

But while the Internet primarily moves words, the information superhighway will soon make routine the electronic transmission of sound and images as well. That means, for example, that a medical specialist in Switzerland will be able to treat patients in Kentucky after a computer review of their medical records—and that teenagers in Chicago will be able to transmit video Valentines to their boyfriends or girlfriends across town.

"Sending a snippet of video mail down the hall or across the country will be easier than tapping out a message on a keyboard," predicts technology writer John Markoff.

Obviously, whoever builds the superhighway will gain immense power—and stands to make a fortune as well. Already the scramble is on to cash in on the future.

Vice President Gore wants the federal government to play the leading role in shaping the superhighway. He has proposed that the government launch a high-tech development program even bigger than the one during the 1960s that succeeded in putting a man on the moon. Such a program would be crucial in creating long-term economic growth and maintaining U.S. leadership in basic science, mathematics, and engineering, says Gore.

However, in an era of shrinkin budgets, the government is unlikely t

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come up with the $500 billion needed during the next 20 years to construct the superhighways.

That leaves private industry—computer, phone, and cable companies—in the driver's seat. And while these industries are pioneering the most exciting new technologies, some critics fear that profit-minded companies will only develop services for the wealthy. "If left in the hands of private enterprise, the data highway could become little more than an electronic mall for the rich," worries Jeffrey Chester, president of the Center for Media Education in Washington, D.C.

Poor people must also have access to high technology, says communications expert David Sobel. Such access will be crucial to obtaining high-quality education and getting a good job. "So many transactions and exchanges are going to be made through this medium—banking, shopping, communication, and information—that those who aren't plugged in risk really falling behind," Sobel says.

Some experts were alarmed earlier this year when they learned that four regional phone companies that are building components of the superhighway were only connecting affluent suburban communities.

The companies denied they were bypassing the poor, but conceded that the wealthy would likely be the first to benefit. "We had to start building someplace," says Jerry Brown, a spokesman for US West, one of the companies, "and [that] was in areas where there are customers we believe will buy the service. This is a business."

Advocates for the poor want the companies building the data highway to devote a portion of their profits to insuring universal access. Proponents of universal access have already launched a number of projects of their own. In Berkeley, California, the city's Community Memory Project has placed coin-operated computer terminals in public buildings and subway stations. For 25 cents per message, anyone can participate in debates conducted on a variety of computer "bulletin boards." In Santa Monica, California, debate on the homeless crisis has been greatly influenced by the homeless themselves, who air their views on computers available in all public libraries.

Marc Rotenberg, director of the Electronic Privacy Information Center in Washington, D.C., says the emerging superhighway offers limitless possibilities. He marvels at the recent experience of students in Alabama, who used computers to accompany and communicate with a group of scientists trekking across the Canadian outback. "In the best scenario, the superhighway can help bridge cultural divides by bringing people, information, and ideas together," says Rotenberg. "That's why we have to make sure that everybody can use these new technologies." ■

see.the.future.now@Internet

When a dying comet crashed into the planet Jupiter on July 16, the uproar in outer space created almost as big a bang in cyberspace. Around the world, astronomers, amateur stargazers, and other space freaks logged on to their computers to trade information on crash sightings, download pictures of fiery space plumes, and wax poetic about the wonder of it all. What made this online Woodstock for space enthusiasts possible was the Internet, a complex worldwide web of 2 million computers, woven together by telephone and fiber-optic lines.

Linking 25 million people in 137 countries, and growing by a million users each month, the "Net," as it's known to veteran users, is the closest thing to a working component of the information superhighway. Created by the Defense Department in the 1960s as a way to electronically link scattered university researchers, the Internet has spread with remarkable speed. Today, anyone with a computer hooked to a phone line (and a subscription to any of the dozens of local and national services offering an Internet connection) can "jack on" to the Net. People can tap into an array of databases, library catalogues, and electronic discussion groups. Fans of Arrested Development, DC comics, or Japanese animation; human rights activists, Star Trekkies, or artificial-intelligence experts—all have their place on the Net. Enthusiasts liken their keyboard conversations to having an electronic chat with neighbors over the backyard fence—except their neighbors can now be anywhere in the world.

Despite its explosive growth, the Internet has no central authority or formal rules. For that reason, its ferociously loyal users see it as an example of pure, unspoiled democracy, where people from any class, profession, or region can meet to exchange ideas. Users have come up with their own informal regulations, called "netiquette," and their own, sometimes mystifying, way of talking to each other. Discussion-group members rarely use their real names, for example, instead favoring cryptic "handles" tied to electronic addresses signified by the "@" or "at" sign. (Most impressive address: president@whitehouse.gov).

Users view the Net as an example of pure, unspoiled democracy.

Lately, however, fears have arisen that this electronic free-for-all may give rise to hateful anarchy or widespread commercialism. Last April, for example, a Phoenix, Arizona, law firm posted an ad on the Internet, a violation of netiquette, which prohibits commercial messages except in designated areas. In response, the firm was flooded with thousands of "flames"—electronic hate mail. Still, it seems only a matter of time before advertisers move in and attempt to exploit the Net for profit. Meanwhile, racists have begun spewing hate online, and child pornographers are posting their offerings, leading to fears that government regulators will be forced to step in. —E.S.

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NAME ______________________________ PERIOD _______

PAVING THE INFOWAY

1. What is the Clinton Administration's plan for building this data highway needed to do?

2. Other people feel it will revolutionize politics, economy and culture. Why is that?

3. What were Vice President Gore's remarks on this topic?

4. Explain how this article defines the information superhighway.

5. What is Internet a close thing to this infoway?

6. What makes Internet different than the information superhighway.

7. Why does VP Gore want the federal government to play the leading role in building this infoway?

8. How much more information can fiber-optics transmit compared to the standard telephone lines?

9. Since the government has not put a lot of money into this superhighway yet, who is in control of the market for the superhighway?

10. Who will be most likely to fall behind in education and obtaining high-quality jobs if private industry continues to run the superhighway?

11. According to the last part of this article, who has the central authority over control and regulations?

12. What is illegal for companies and law firms to do over Internet, unless done in designated areas?

13. Should the superhighway have universal access for poor people who cannot afford to subscribe? Why?

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The Clipper Controversy

The greatest running battle over privacy in cyberspace revolves around a tiny, $50 computer chip nicknamed "Clipper." The debate pits the right to privacy against the needs of national security. Depending on whom you ask, Clipper is either a great new weapon against organized crime and terrorism, or the sinister underpinning of an American police state.

Clipper was invented to deal with the growing problem of electronic eavesdropping. Today, any amateur snoop with the right equipment and a little know-how can intercept most messages sent by phone, fax, or computer. With more and more sensitive information traveling through computers and phone lines, the need for security has become critical.

So the information industry turned to secret codes to help keep communications private. Manufacturers have recently developed computers and telephones that use code to scramble information so that only the person meant to receive it can unscramble it. Recent breakthroughs in coding, or cryptography, have made codes so strong that they are impenetrable to everyone, even the government.

Wiretaps

Law enforcement agencies say that listening in on telephone conversations and secretly searching computer files are important tools for gathering evidence against suspected terrorists, spies, drug dealers, and criminal organizations. Last year, wiretaps helped the government convict John Gotti, a New York organized-crime figure, and catch Aldrich Ames, a U.S. Central Intelligence Agency employee accused of spying for Russia. But high-power codes make this kind of law enforcement impossible. If Gotti or Ames had been using one of the new cryptographic phones, investigators would have heard nothing but a soft hiss.

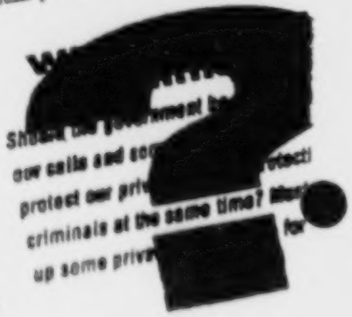
So the government came up with Clipper. Inserted into a telephone or computer, it too uses code to scramble information—but with a catch. Clipper [illegible] back door that allows the [illegible] the code with a [illegible] combination but the principal keeps a master key just in case.

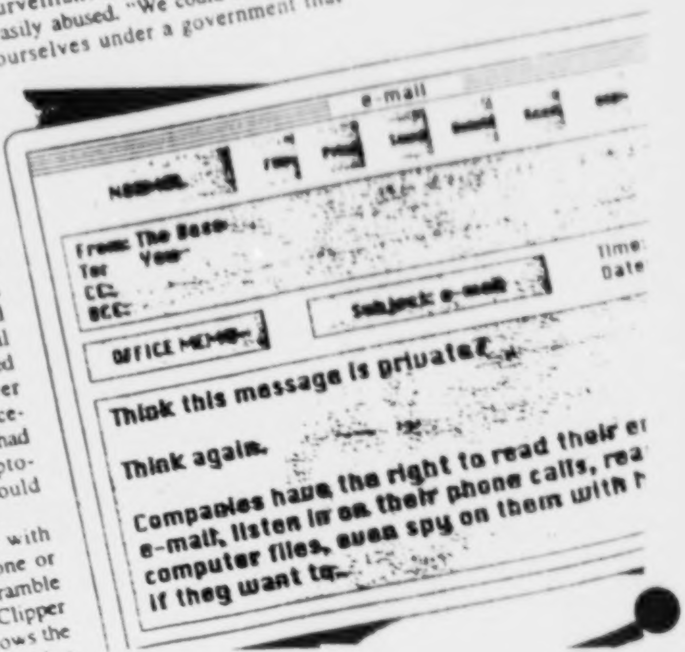
President Clinton wants Clipper to become standard for all computer and communications equipment built in this country. If terrorists are plotting to blow up the World Trade Center, officials want the ability to listen in on their conversations. "It will make computer-based communication routinely safe and private in a way that gives us a fighting chance of keeping our ability to spy on criminals," says David Gelernter, a Yale University computer scientist.

Clipper is either a great new weapon against crime or the underpinning of an American police state.

But privacy groups and civil libertarians fear Clipper will turn the nation's phone system into a vast surveillance network that could be easily abused. "We could shortly find ourselves under a government that would have the automated ability to log the time, origin, and recipient of every call we make," says John Barlow of the Electronic Frontier Foundation, a civil-liberties group.

Legally, the government must first obtain a court order to use the master key, just as it must to tap a telephone. But in the past, the government has secretly used wiretaps to spy on thousands of innocent citizens without court approval. By prewiring all phones and computers for wiretapping, Clipper would make such abuse even easier, critics say. Clipper's defenders say it will only be used for legitimate law enforcement. But Barlow says "Trusting the government with you privacy is like having a Peeping To install your window blinds."





From: The Boss
To: You
CC:
BCC:
Subject: e-mail
Time:
Date:

Think this message is private?

Think again.

Companies have the right to read their e e-mail, listen in on their phone calls, rea computer files, even spy on them with h if they want to.

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Name ________________________ Period______________

Cyberspace and Clipper Controversy

1. What does the author of "No Secrets in Cyberspace" mean when he says there are no secrets?

2. Should there be regulation against the access of your personal records without your permission?

3. What is the price for the Clipper chip that is described in the article "The Clipper Controversy"?

4. What does the author compare the Clipper chip to that is in a school setting?

5. Do you think the government should have access to any private lines of communication? Why?

6. What two criminals did the U.S. Government catch and convict using wire taps? Should the government need a court approval for these types of taps?

7. What is a positive point about the Clipper chip?

8. Who wants to make the Clipper chip a standard part of all computers made in the United States?

9. In your opinion, is the Clipper chip needed to keep the privacy of others private?

10. What was the main purpose behind the making of the Clipper chip?

DEVELOPING HUMAN RELATIONS SKILLS

1. You work for a small real estate firm that has three incoming telephone lines. While you are on break, the file clerk answer the phones for you. This afternoon when you returned from your break, all of the telephone lines were on hold. The file clerk explained that every time she left the desk to get files, the phones started ringing again. So she put all the phones on hold so she could get her work done.

   A. What problems does this action create?

   B. What would you say to the file clerk?

   C. What would you do to prevent this from happening again?

2.. Your supervisor, Mrs. Scott, asked you to place a call for her to a client, Mr. Peters. By the time you have, Mr. Peters says, "Tell Mrs. Scott that if she wants to talk to me to be ready when you reach me. I don't have time to waste waiting for her." You are embarrassed because you know this has happened before with Mr. Peters and with several other clients.

   A. What should you say to Mr. Peters?

   B. What suggestions, if any, would you make to Mrs. Scott to prevent this problem from happening again.

3. You work for Bruce Miller at the Miller Insurance Company. Explain how you would handle the following situations:

   A. You answer the telephone and it is a person-to-person telephone call for Mr. Miller. Mr. Miller has some important clients in his office and has asked you not to disturb him. How would you handle this situation?

   B. While you are giving a client some information over the phone, another telephone rings. What would you do?

   C. While you are working alone in the office, the telephone rings. It is the operator with a collect call. What would you do?

   D. Mr. Miller has asked not to be disturbed. A telephone call from Mr. Miller's wife comes in. What would you do?

   E. Mr. Miller has been trying to place a long-distance call to Ms. Janie Evans, but her line has been busy. He asks you to continue trying to get Ms. Evans. What would you say to Ms. Evans when she answers the telephone?

4. There is a twenty-four-hour-a-day WATS line in your office. The company allows employees to make personal calls before 8:00 a.m. and after 5:00 p.m. One of your friends asks if she can come to your office after work to call her sister, who lives in the next state.

   A. What would you do?

   B. What suggestions could you make to avoid this situation again?

5. Your company has just installed a new telephone system. All employees are supposed to attend a seminar to learn how to use the new equipment. There are three seminars scheduled so that each employee can choose a time that is convenient. Helen Ames, your coworker, says she is too busy to attend the seminar. "I have work to do, " she tells you, "and the meeting will just be a waste of time. I already know how to dial a phone!"

   A. Make a short list of the things you might learn at the seminar that will be helpful to you.

   B. What problems might Helen create by not attending?

6. As a receptionist for a doctor, you greet all patients and answer all phone calls. One of the patients, who is waiting to see the doctor, tells you that he has several calls to make. Since he has to wait, he wants to use your phone to make the calls.

   A. What problems might arise if you let the patient use your phone?

   B. What suggestion could you make to the patient?

7. When you arrived at your desk this morning, you found an important telegram waiting for your supervisor. The message states that your supervisor should respond before noon. Your supervisor is attending a conference at a local hotel and will not return to the office until after lunch.

   A. What are the possible ways of getting this message to your supervisor?

   B. Which method of contacting your supervisor would be best? Why?

8. Before your supervisor left on vacation on Friday, she gave important messages to send right away on the company's FAX equipment. When you got ready to send the messages out, you found that the machine was out of order and would not be fixed until Monday.

   A. What should you do?

   B. What other method of transmitting these messages might you use?

9. Jim works at the desk next to yours. You have just heard your supervisor reprimanding Jim because he cannot find a folder of important papers. Jim has a big stack of folders on his desk, but he has to go through each folder to find out what it contains. After the supervisor leaves, Jim tells you, "I know those papers are in one of these folders. I just need some time to go through them to find the papers."

A. What is wrong with Jim's method of filing?

B. How can Jim improve his filing system?

10. You have just received a message from Sam, who works in the centralized filing department. He asks you to return a file that you checked out a week ago for your supervisor. Another supervisor needs some information from the file immediately. Your supervisor is working at home today and has taken that file home. Although it is not a policy, the managers frown on taking any company files out of the office.

A. What would you do?

B. What would you say to Sam?

11. You have started work as a word processor and your supervisor began explaining your job duties to you. You did not take notes while the supervisor demonstrated the use of the equipment. You thought everything would be in the operations manual. However, at the end of the demonstration, your supervisor did not say anything about a manual. Your supervisor, though, left a few sheets of paper containing practice exercises to help you get familiar with operations with further instructions, "Spend the next hour getting used to the equipment."

As soon as the supervisor leaves, you take out paper and begin trying to recall what was explained to you. However, you realize your memory was not going to recall everything about operating the equipment. You start working on the practice exercises and immediately get stuck.

A. What should you do?

12. It is 9:15 Monday morning and your boss gives you the following tasks. It is your job to determine which order to do these jobs. Here are the tasks.

1. Open all the mail and stamp each document and distribute to the proper departments.
2. Call my wife at work and tell her I will not be home until 9:00 since I have a stockholders' meeting.
3. Type this report that I need to present to the stockholders at this evening's meeting.

4. Call Bob Smith and John Douglas and cancel today's luncheon meeting and reschedule at their convenience.
5. Type up the following forms and prepare 10 copies for use next week when I do employee evaluations.
6. Type up a memo to distribute to all employees stating the time and date of their employee evaluation and the criteria for evaluation. Use the attached notes. Law requires employees be given 48 hours notice before evaluation.
7. Make coffee and order me a bagel from the cafeteria downstairs.
8. Make the corrections on this letter and fax it ASAP. It must be received by 10:00.
9. It is my anniversary tomorrow. Call the florist and send my wife a dozen white roses.
10. If Jake from the Print Shop calls, tell him you sent payment yesterday or think of something to put him off.

List the order of completing each task and one reason why. Is there anything that you are opposed to doing and why.

First Term Grade Evaluation

Keyboard Drills	Techniques	Production And Tests	Current Technology Mods	Management Points	Midterm Grade	Final Grade
30%	30%	20%	10%	10%		

Answer the following questions in detail before going to the teacher to discuss your grade.

1. What things went well the first term?

2. What do you think are your weaknesses in this class?

3. What things need to be improved in the second term to improve your productivity?

4. List three things that you can do to improve in any area.

5. Do you feel you worked as hard as you could?

6. Check the ones that apply. My biggest weakness in keyboarding is:

   a. poor technique
   b. poor proofreading skills
   c. poor spell checking skills
   d. poor cooperation
   e. bad attitude
   f. not turning in work
   g. other (write in)

7. List three goals for second term.

Second Term Grade Evaluation

Techniques	Production, Modules And Tests	Current Technology Mods	Management Points	Midterm Grade	Final Grade
30%	50%	10%	10%		

Answer the following questions in detail before going to the teacher to discuss your grade.

1. What things went well the second term?

2. What do you think are your weaknesses in this class?

3. What things need to be improved in the third term to improve your productivity?

4. List three things that you can do to improve in any area.

5. Do you feel you worked as hard as you could?

6. Check the ones that apply. My biggest weakness in keyboarding is:

   a. poor technique
   b. poor proofreading skills
   c. poor spell checking skills
   d. poor cooperation
   e. bad attitude
   f. not turning in work
   g. other (write in)

7. List three goals for third term.

Name____________________ Period _________

Work Habits Rating Scale

Circle the number that you feel best fits your work habits. Honestly evaluate yourself.

Organization

0 Disorganized. I often cannot locate my materials and handouts.
1 Occasionally disorganized. I cannot locate my materials and handouts quickly each day, but I have them somewhere.
2 Usually organized. I can locate most of my materials and handouts easily each day.
3 Organized! I can easily locate all of my materials and handouts daily.

I can improve this by ______________________________

Time Use

0 Inattentive. I need frequent supervision because I waste time and don't stay on task.
1 Occasionally inattentive. I sometimes waste time and often not on task.
2 Generally attentive. I follow directions independently and very rarely do I waste class time.
3 I am attentive all of the time. I need little or no supervision, follow directions independently and I am conscientious.

I can improve by______________________________

Instructions

0 I rarely follow directions. I want the teacher to explain everything to me. I ask many questions and I require repeated instructions.
1 I follow directions pretty well but I need some additional instruction.
2 I normally follow directions well but I occasionally need additional instruction.
3 I follow directions very well and understand and retain information. I ask only a few questions.

I can improve by______________________________

Reaction to Feedback

0 Hostile. Argumentative when teacher constructively criticizes me.
1 Indifferent. I just don't care one way or another. I'll listen but it doesn't mean I am going to do anything.
2 I am normally receptive and pleasant when corrected by teacher. I know I am not perfect.
3 I am always responsive. I know this feedback is to help me to improve.

I can improve by______________________________

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Evaluation

Student will observe a fellow classmate and place a check mark(✓) beside the techniques that are being done properly.

1. Eyes on copy __________

2. Feet Flat on Floor_________

3. Body seated back in chair______

4. Wrist low________________

5. Fingers curved____________

7. Book at right____________

8. Strike the space bar with right thumb_________

9. Elbows held near the body________

10. Table free of unneeded books _____________

IDEAS FOR COVERING TASK

1. Group Work.
    - A. Develop criteria for cleanliness of a kitchen in a restaurant.
    - B. Develop questionnaire on how to evaluate produce in Grocery Store.
    - C. Decide how product location in store determines how it sells.
    - D. Decide how product packaging detemines how it sells.

2. Go to stores and ask how they evaluate products.

Attached are eight scenarios for possible telephone communications.
Groups of two. Each groups has one scenario.
Length of time: two days (one day to allow groups to meet and discuss/ rehearse their scenes, and one day to present scenarios to class)
A possible evaluation check list follows:

Student Names	Positive Telephone Traits	Negative Telephone Traits
↓		

TAKING AN ORDER BY PHONE

RING....RING....

RECEIVER: Hello, National Mail Catalog Company. Can I help you?

CALLER: Yes, I'd like to order the blue dress on page 80 of your catalog.

RECEIVER: What's the item number?

CALLER: I don't know, but the page number is 80.

RECEIVER: *(aggravated)* I don't have a catalog in front of me right now. Please get me the item number, so that I can place your order

CALLER: O.K., I think it's B-145.

RECEIVER: *(Annoyed)* No, that's not it. That's the style number! Look for the number under that one.

CALLER: There isn't a number under that one.

RECEIVER: *(very annoyed)* Oh, alright. Hang on........... No, sorry. Someone must have taken my catalog. Call back in 5 minutes and I'll try to find one.

CALLER: *(disappointed)* No, never mind. I've changed my mind. Bye.

COMPLAINT ON SERVICE—WASHING MACHINE

RING... RING...

RECEIVER: Hello, Arnie's Appliance Repair

Caller: Yes, I just had my washing machine repaired, and now it's flooding all over my floor!

RECEIVER: Hold on..........O.K. I'm back. Now what's the problem with the machine?

Caller: I don't know, but you people were supposed to have fixed it!

RECEIVER: Look Lady, I've been fixing machines for the past 20 years. Apparently you must not be operating your machine properly.

Caller: I am operating my machine properly—I've owned it for the past six years and it has worked just fine until you messed it up! Let me talk to the manager.

RECEIVER: Just a minute, let me see if he's here...........
Nope, sorry. He'll call you when he gets back. What's the number?

Caller: 555-5566. Please tell him I need someone out here to fix it as soon as possible. I am very upset about this!

RECEIVER: Yeah, Yeah. He'll call you. *(hang up)*

SCRIPT IN SCREENING

RING.....RING......

RECEIVER: Dewey , Cheatum, and How. This is ____________________. May I help you?

Caller: Yes, I'd like to speak with Mr. Cheatum.

RECEIVER: Well, Who's calling?

Caller: This is a personal friend.

RECEIVER: I'm sorry, but Mr. Cheatum does not take calls from people who do not identify themselves.

Caller: Alright, This is ________________. Now can I talk to him?

RECEIVER: No—I'm sorry he's not in. If you'll leave your name and number, I'll tell him to call you when he gets back.

Caller: Forget it! I'll call him at home! *(Hang up)*

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HANDLING COMPLAINT

RING . . . RING . . .

RECEIVER: CABLE CENTRAL. This is ______________. May I help you?

CALLER: Yeah, I wanna change my cable from HBO to Cinemax. Also, I want my bill adjusted, cause my cable went out during a major boxing championship. I'm not paying for service I didn't get!

RECEIVER: I can take care of changing the HBO over to Cinemax, but I can't do anything about the bill. They don't give refunds or adjust bills for that reason.

CALLER: Who is this? I want to speak to a manager now!

RECEIVER: She's on another line. Do you want to hold?

CALLER: No, it took me long enough just to get through to you. I demand to speak to the manager now!

RECEIVER: Like I said, she's busy. You'll have to call her back. Now do you want me to make that HBO change for you?

CALLER: No! I'm cancelling my service!

EMERGENCY APPOINTMENT

RING....RING...

RECEIVER: Hello, Dr. Molar's office. May I help you?

CALLER: Yes, this is __________ __________. I need to make an appointment to come in. I have a bad tooth ache.

RECEIVER: Alright. The earliest date I have available is January 18th at 3 pm. Is that convenient for you?

CALLER: Well, No... that's a month away! I am in terrible pain. I need to come in right away. Don't you make provisions for emergencies?

RECEIVER: Oh yes, but a sore tooth is not considered a *"real"* emergency. Besides that, Dr. Molar will be leaving for a skiing trip the day after tomorrow and he's busy preparing for that. Maybe our hygienist can take care of your problem.

CALLER: No thanks! I'll call another dentist.

HANDLING A SALES CALL

RING . . . RING . . .

RECEIVER: Hello.

Caller: Hello, this is ________ ________. I'm calling on behalf of the Friends of Animals Foundation.

RECEIVER: Wait just a minute! Stop right there! What are you trying to sell me?

Caller: Well sir, we're asking for donations, and with your donation you get free light bulbs and the proceeds go to the . . .

RECEIVER: YOU JERK! Don't ever call this number again or I'll come down there and break all your light bulbs! *(hang up)*

RUDE MECHANIC

RING.....RING....

RECEIVER: Hello, Joe's Auto.

Caller: Yes, I'd like to check if my car is ready to be picked up.

RECEIVER: *(say with force)* Listen sweetheart, you gotta speak louder if you want me to hear you.

Caller: *(meek)* Oh, alright. Is my blue Oldsmobile ready?

RECEIVER: *(annoyed)* Lady, we file everything under your name. What's your name?

Caller: *(name)*

RECEIVER: O.K. Hold on. *(clonk!--lay the receiver down and yell)* "Hey is that broad's Olds ready yet?") *(pick up the receiver.)* Yeah, it's ready--you can come pick it up. Bring your checkbook! *(hang up)*.

Caller: *(Look puzzled at telephone receiver and hang up)*

REFERENCE CALL

RING.....RING....

RECEIVER: Hello, Dollar Bank. May I help you?

Caller: Connect me to personnel please.

RECEIVER: Personnel, this is __________. May I help you?

Caller: Yes, I certainly hope so! I'm doing a reference check on Suzy Que. Please tell me what you think of her.

RECEIVER: I'm sorry we don't give out that type of information.

Caller: Oh, C'mon. Just tell me if she was a good employee. Like, did she steal from you or was she a gossip? I just want to know if she can be trusted.

RECEIVER: No, I'm sorry. Our company policy is not to give any information out with regard to our employees--past or present.

Caller: Well, I can see you're not going to be any help at all. Thanks for nothing! *(hang up)*

RELATIONSHIPS WITH OTHER PEOPLE

Assignment Sheet #1 - Managerial Skills

Time Length: 2-3 days
Groups of 2-3

Evaluation Procedure: Present a short skit demonstrating managerial skill necessary to handle one of the problems listed in the case study problems that follow.

Read each of the following case study problems and decide how the problems could have been solved or avoided.

1. **Roger Fads works for a manufacturer of building and home improvement supplies. Because he often must do heavy, dirty work, it is not necessary for him to wear dress clothes. Therefore, he usually wears his old jeans with the knees worn out and one of his t-shirts with the picture of a marijuana leaf or a wine bottle. What would you do to correct the situation if you were his supervisor?**

2. **Bertha Breaks works in a small jewelry store with only one other employee. As soon as Bertha arrives at work, the other employee can go on a break and then do some bookkeeping duties which cannot be done until someone comes to help the customers.**

   However, because Bertha has such little time between school and work, she asked if she could also have a break. Also, Bertha's mother now calls frequently to give her a short shopping list to fill during her break, and Bertha sometimes calls her mother to ask about borrowing the family car after work. What would be the best way to handle the situation?

3. Lawanda Late works at a flower and gift shop. She is an excellent employee except for one problem. Lawanda has difficulty getting to work on time on Saturday mornings after a late date on Friday night. She just doesn't hear her alarm go off and has also left work early several afternoons. What should you, as her supervisor, say to her?

4. Susan Shy is a timid girl who works in the ladies' ready-to-wear department of a well-known chain of department stores. She is very good about assuming new responsibilities. For example, after she quickly finished marking a shipment of blouses, she asked the head of the department to show her how to operate the ticket printing machine and how to figure the cost code. However, when the time came to display the blouses, several of the plastic bags protecting the blouses were so badly wrinkled that they looked like old merchandise. Consequently, several of these blouses had to later be marked down in order to sell. What should be done to keep this problem from occurring again?

5. Martha Messy works in an exclusive women's boutique. The owner of the shop became outraged when Martha carelessly mixed shoe sizes when placing the shoes back in their boxes. Martha also returned a box of scarves to the wrong shelf and left a box of belts lying on the counter. "I told you several times to handle the Merchandise more carefully," the owner said sharply. Martha didn't know how to react. What should the owner have said to Martha?

6. Stanley Stand just got fired. His explanation is the following: "the boss seemed to have a good reason for cutting back on the number of employees at this time, but I think he really just doesn't like me. The boss mentioned once that I didn't seem interested in the job. Heck, I'm going to be a lawyer, I just want to work in a men's clothing store to get through eight year of college. I don't need to know how to do all that stuff in the store. Besides, the boss always got mad if I just stood around a minute. He and the other employees are always standing around talking to each other when there aren't customers in the store. They expected me to do my work and their work too, especially if it was dirty work." What should you say to Stanley?

7. Cynthia Sit is a waitress at Delicious Steak Place. Toward the end of the day, Cynthia is very tried, so she sits down in the booths while cleaning off the table. She figures that she deserves a rest considering the low wages she is paid. How should you, as her manager, handle the situation?

8. Peggy Pretty work in a fabric shop. Her employer had second thoughts about hiring Peggy because Peggy began to wear a lot more make-up. She also began to wear short dresses or low cut pants which were not practical for lifting and stooping. Peggy sometimes wore jeans to school but changed clothes when she got to work, which took about ten minutes of her work time. What should be done to remedy the situation?

9. Sticky-Fingers Sally had been observed using the office's postage stamps for personal letters. Her employer ended up firing Sally. Was the employer justified in letting Sally go? Will Sally fully understand why she was dismissed without an understanding of the work rules?

10. Patty Perfume work in a nursing home. Several ill patients complained that her cologne is too strong. Is Patty's heavy use of cologne a violation of a basic work rule?

11. Beautiful Beulah works in a beauty shop. She is frequently late returning for lunch. Her customers have often become angry and patient. If you owned the beauty shop, what would you do to solve this problem?

Name ______________________________ Date ____________

Use the Right Tool for the Job

There are four main types of application programs: word processors, spreadsheets, drawing programs, and databases. Read each of the following situations, then write the type of computer application that would be best for each one.

1. You just opened a savings account at the bank. Every week you are going to put part of your allowance into this account. You want to use the computer to keep track of the balance of the account. Which type of program should you use? ______________

2. You are helping to organize a birthday party for a friend. You are in charge of drawing the picture for the front of the invitations. Which type of program should you use? ______________

3. One of your best friends has just moved across the country. You've promised to write at least once a week. If you decide to type your letters on the computer, which type of program should you use? ______________

4. You've just completed an important research paper about the rainforest. You would like to design some illustrations to complete the information provided in the paper. Which type of program should you use? ______________

5. You've just completed an important research paper about the rainforest. You would like to design some illustrations to complement the information provided in the paper. Which type of program should you use? ______________

6. You have so many friends it is difficult to keep track of them all. You would like to organize their names, addresses, telephone numbers, and birthdays on the computer. Which type of program should you use? ______________

7. You've taken a survey on your classmates' favorite pizza toppings. You would like to create a pie chart that displays the results of the survey. Which type of program should you use? ______________

8. The owner of a clothing store has asked you to create an alphabetical mailing list of the store's customers so everyone can be notified of an upcoming sale. Which program should you use? ______________

9. You are writing a book review for the school newspaper. You want your spelling to be perfect. Which program should you use? ______________

UNDERSTANDING YOUR VALUES

FROM SCHOOL TO WORK

DIRECTIONS: Evaluate your value system by grading the following job characteristics on a scale of 1 to 5, 1 being most important and 5 being least important.

_____money
_____prestige
_____long vacation
_____action
_____time with family/friends
_____independence
_____working with your hands
_____setting your own goals
_____knowledge

_____facing challenges
_____security
_____self-respect
_____short work day
_____being busy
_____time alone
_____being outdoors
_____being creative

LEARNING OBJECTIVES FROM THE VIDEO

1. Identify 10 of the most common ways that young people lose jobs by not understanding or obeying certain basic rules of conduct in school and on the job.

2. How does these behaviors negatively affect the work environment, employer and the learning environment of the business.

3. Refute some of the most common rationalizations for misconduct, such as "everyone does it."
   (refute give a good example)

4. Describe the components of good customer service, and explain its importance to a business.

5. Cite examples of stealing at work, such as not charging friends for purchases, taking goods or supplies home, and stealing time.

TEN GENERAL VALUES

- **FAME**-- Do you want a career that will make you famous? If you don't expect to be famous throughout the country, do you want to at least be well known in your state or town?
- **MONEY**-- Is it important to you to earn a lot of money?
- **POWER**--Do you like having power over other people? Would you rather be a boss than someone who takes orders?
- **RELIGION**--Will your religion come before all other areas of your lifestyle? Will the demands of your job take second place to your religious activities?
- **HUMANITARIANISM**--Is helping other people one of the most satisfying things you do? Will you insist on a career in which you do something for people and society?
- **FAMILY**--Do you want to stay close to your family members? Would you turn down career opportunities that take you away from your family?
- **HEALTH**--Is your physical and mental health more important than anything else? Must you work only in the most healthful environments?
- **AESTHETICS**--Do you value art, music, and drama? Would you prefer a career in which you can appreciate and add to the beauty in the world?
- **CREATIVITY**--Do you feel the need to create new things? Would You sacrifice security for a chance to create?
- **SOCIAL CONTACT**--Is it important to you that you work with other people? Do you always try to avoid situations in which you will be working alone?

SEVEN- STEP
DECISION-MAKING PROCESS

1. Define your need or want. (What career are you thinking about persuing).

2. Analyze your resources (gather information from the media center about career selections).

3. Identify the choices.

5. Gather information on each choice.

6. Evaluate the choices.

7. Make your decisions.

8. Plan how you will reach your goal.

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How to prepare for job interview

Employers shift focus to behavior-based questions

-SENTINEL, SOUTH FLORIDA

FORT LAUDERDALE — Paul reen's consulting company teach- big employers how to conduct lid, performance-based job inter- ews.

But all the coaching in the orld couldn't solve a central prob- m his clients had: How they uld get job candidates to answer uestions the way they wanted em to.

It was time for Green, an indus- ial psychologist and president of lemphis, Tenn.-based Behavioral echnology, to cross over to the her side.

The result of his journey is *Get Hired*, a book designed to teach job candidates how to prepare for the detailed type of behavior-based interviews Green espouses.

"We're moving away from first impressions and into the context of skills," he said.

His basic advice is simple: Prepare, prepare, prepare.

He shows how preparation can help candidates through even the toughest situations.

Too many interviewers rely on their gut feeling about the candidate's personality, which doesn't really focus on a person's skills, Green said.

A gut interviewer resists following any form or structure in the interview. Instead, he emphasizes personal characteristics and how much he likes you. He might think that people who play sports are more competitive or religious people can't adapt to others.

In Green's view, such an interview gives the interviewer little to go on and little knowledge of the candidate's ability to do the job.

Green is an advocate of structured or behavioral interviewing, a technique designed to get information from a candidate that can be rated and ranked alongside peers.

A behavioral-based interviewer often works from a form so he can compare candidates to each other. He tends to look for answers that showcase experiences on the job. He might ask for an example of a problem solved through teamwork or an example of when it was necessary to break a rule at work.

Green contends that the more the candidate is prepared for this type of interview with concrete examples of his accomplishments, the better for everyone.

"For the interviewer, there are great benefits to having a candidate that's well-prepared and can actively answer questions," he said.

Today's high-pressured business environment requires that companies hire the best candidates they can. That translates into the most skilled people who can best solve the company's problems.

It's a dramatic shift in thinking.

"Traditionally, interviewers were concerned with whether the candidate would fit in, what it would be like to go to lunch with him," he said.

Green's advice to candidates: Take a good look at your skills your accomplishments. Sum rize them concretely and pack them into a series of skill-ben statements: "This is what I can Employer, and this is how I achieve results for your organ tion."

It requires practice in doin with confidence but without br do.

It's not enough to tell some you're a top-notch marketing Instead, Green suggests this can develop a marketing p write ad copy around it and de op a quality sales training gram. So you can expect me to duce immediate results in the keting department."

It's also important to build port with an interviewer, G said. But contrary to popular lief, that doesn't mean establis that you cheer for the same or went to the same school.

Rapport in today's workp has more to do with good man plain and simple: Shake ha Look the interviewer straigh the eye. Smile.

Don't be afraid of questions probe into a time of your life would rather forget. Instead prepared to show the interv how you learned from the ex ence.

As an example, Green someone who had a DUI co tion on his record. Take a b and admit the mistake. Then on to the lesson learned.

Go on to talk about the sp es you make to students o dangers of alcohol and your v teer work with Mothers A Drunk Driving. Then summ how your experience has t you a valuable lesson.

Orlando Sentinel
Pg. D-2
August 24, 1997
Sunday

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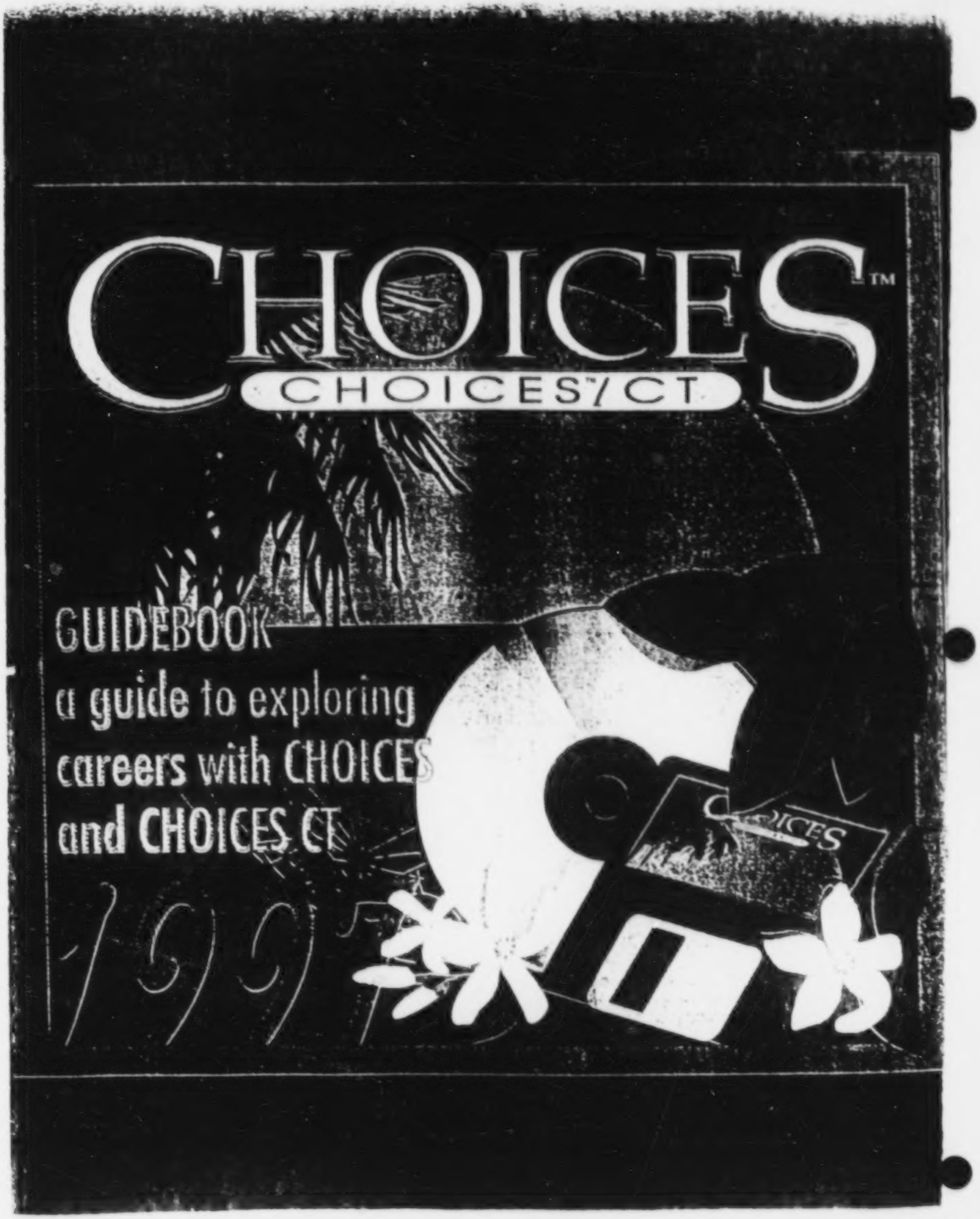

CHOICES™

CHOICES™/CT

GUIDEBOOK

a guide to exploring
careers with CHOICES
and CHOICES CT

1997

BEST COPY AVAILABLE

Skill Development

SKILL DEVELOPMENT: BACK TO OUR ROOTS

What is Skill Development?

The development of specific technical skills represents one of the foundations of Business Technology Education. Since the days of manual typewriters and steno pads our predecessors have been providing the classroom opportunities for students to master the basic input and output skills. Today, as in the past, skill-building strategies include the simple drill, practice and reinforcement patterns that dedicated business educators have always used to facilitate the initial mastery and continued development of technical skills. One major difference today, however, is that the technologies have changed dramatically.

Why use Skill-Building Strategies in BTE Learning Environments?

For the moment, the keyboard remains the major input device being used to interact with today's technologies. Though voice activation is certainly emerging, the keyboard remains a predominant tool for communication in today's workplace. Therefore, keyboarding remains one of the predominant skills reinforced in BTE curriculum. We believe, that it is a foundation skill and should be required of all learners. When students have mastered touch keyboarding, they can become more proficient at using the computer to perform job specific tasks, communicate, and to solve problems.

How to use Skill-Building Strategies

The initial presentation of the alpha-numeric keyboard can be done in one of two ways: teacher-directed instruction or computer directed instruction. Many teachers use some combination of these two formats to reinforce the initial presentation and practice on the keyboard.

Teacher-directed instruction offers certain advantages if learners are similar in their prior experience with touch keying. In other words, if a middle-school teacher (or any other level) determines that most of the learners are unfamiliar with the correct use of the keyboard, then the traditional, teacher-led instruction may be appropriate. Given the prevalence of the pc in today's home and school environments, students bring varied skill levels and backgrounds with them to the learning environment. In this case it may be important, where available, to use computer-directed instruction or to modify the instruction based on the learners needs.

Computer directed instruction, which may be used for initial presentation and individualized skill-building, allows the teacher to facilitate in a more individualized environment. Computer directed instruction, however, does not replace the teacher. In the best learning environments, some combination of the two methods

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will be used. Whether using teacher-directed or computer-directed instruction the following principles will apply:

1. Present all alphabetic keys in a relatively short time-frame. In today's learning environments, time variables directly impact delivery. Middle or secondary teachers who operate in a block schedule, as well as post-secondary and community college teachers are encouraged to move swiftly through the initial keyboard presentation. Teachers who use a traditional keyboarding text, in a traditional 50-minute schedule are encouraged to present at least one lesson a day (omitting excess drill work and review lessons). Those who prefer a computer- based program are encouraged to follow the recommended time frames. (Remember, once the alphabetic keys are presented, they will be continually reinforced through classroom practice, application, and skill building.)

2. Remember the Technique first rule. Reinforcing effective technique is a primary responsibility of the teacher. The computer program cannot see "how" the student is inputting the data. It is imperative that during the initial skill-development experience the teacher remain a visible factor in the learning environment. Continued coaching is necessary to remind students of those critical technique elements that ultimately define their keyboarding success. Critical elements of technique include posture, body position, eyes on copy, wrist position, and proper reaches for keys. Refer to the attached technique checklists for assistance in reinforcement.

3. Teachers must provide a supportive atmosphere during early skill development. Variables including the learners age, experience, finger dexterity and fine motor coordination all impact initial learning. Therefore, teachers are encouraged to provide lots of formative feedback during the initial stages and very little summative feedback. In other words, one-to-one interaction, approval, coaching, and direct instruction are a far better practice than grading printed copy. The printed copy does not communicate technique or process. If a teacher wants to ascertain a grade during the initial keyboard presentation, technique grades and feedback are preferred to product.

4. Push for speed. A student who is afraid of making an error, because it may influence his or her grade, will never push to reach a new speed level. Besides, making errors is an important part of the skill-development process. That's why it is important to reinforce speed development before reinforcing accuracy. Timed exercises and drills, whether directed by the computer or the teacher, are important to skill development.

5. Drop back for control. Typically, students develop speed and accuracy in a stair-step process. In other words students may push for a new speed level,

push to maintain the speed level, and then, drop back to gain some control. Accuracy is attained by controlling the speed with which one keys.

6. Distribute the practice. To attain the skill levels needed for today's workplace, students will need routine reinforcement of technique, speed, and accuracy. A daily regimen of short, focused skill-building strategies is preferred over a weekly assessment activity. Taking a five-minute timed writing once a week is not an example of an effective skill-building pattern. Whether students engage in individualized, intense practice activities, or the teacher leads the class in some of the recommended strategies, attention to technique, speed, and accuracy must be daily.. Using the traditional "warm-up period" which in many cases constitutes mindless copying, is an easy way to modify the keyboarding environment.

7. Using appropriate assessments. When teachers and students use appropriate assessment strategies, the results can immediately impact skill development. For example, a three-minute speed writing may provide a wealth of information to both students and teachers. It is highly recommended that during early skill development, two measures be targeted for the traditional timed-writing assessment: Speed and Accuracy. With two measures reported (gross words per minute and total number of errors) one measure can be used to individualize future practice. For example, on a three-minute timed writing student A records 36 wpm with 7 errors while student B records 24 wpm with 0 errors. With this type of data, a teacher might encourage student A to drop back for control while student B needs to push for more speed.

   At later stages of skill development, students may be encouraged to correct errors during timed-writings. Since error correction is a simple and routine part of keying, the teacher might recommend that students correct any errors that are immediately notice. (This would reinforce appropriate error correction for workplace environments.) Assessment scales may then be modified to reflect the correction of errors.

References and Resources for Skill Development

The Business Education Forum

NBEA publications

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Activity Title:	Technique Chart
Time line:	Continuous throughout learning reaches
Description:	This skill building chart is for daily use during all individual keying practice while reaches are being learned or until students have developed perfect technique that has become a matter of habit and is practiced automatically without effort or reminders.

1. Copy and cut charts and distribute one chart per student per day, or distribute a full page to each student for eight episodes of practice.

2. Explain each category of good technique the first time the chart is used. Demonstrate examples and nonexamples for each technique element.

3. Ask students to display the chart at their workstation where you can easily record technique errors during individual practice.

4. Closely and continuously monitor class technique throughout the entire practice episode.

5. Design a point or grading system using the five categories listed. Weight "Eyes on Copy" heaviest due to its importance.

Examples:	Points: 20 per Day	Three Strikes
	20 Eyes on Copy	Strike one = B
	5 Feet Flat	Strike two = C
	5 Wrists Up	Strike three = F
	5 Elbows In	
	5 Posture Straight	

6. Teacher records technique errors ONLY during practice. No news is good news. Your attention will need to be on the few students who need to rely on your self discipline through constant feedback and correctives.

7. At the end of the practice episode, all students bring their technique chart to you to quickly record grades.

8. Students keep and maintain this technique check chart.

Variations: Periodically designate a student technique monitor who will give fair and honest feedback to classmates. There is much to be learned by observing others key and noting the subtle differences in technique of classmates. This will strengthen the

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monitor's understanding of what good technique looks like. Choosing a student who struggles with poor technique will benefit him/her. Work with the monitor at first.

Teacher Tips: One problem with complex technique chart is the time it takes to give a single student a technique check. Students are aware they are being graded and can easily use good technique for a short period of time while being observed, only to return to their 'real;' technique habits after the check is over. Remember our goal is for students to demonstrate good technique at all times, not periodically on demand. Such a habit is only developed when it is demanded all the time. This task is manageable for teachers using this simplified chart continuously while recording only errors during practice. When technique errors are noted immediately and corrected consistently, the worst habits can be broken.

It is natural , normal and human to take the road of least resistance. Practicing good technique requires effort and concentration for all beginners. It is always faster and easier to look. It requires a tremendous amount of teacher commitment and effort to get 100% of any class practicing good technique. Using this strategy and simple chart can get all students permanently practicing flawless technique. The amount of teacher energy spent will serve students well. This is the job of a keyboarding teacher and the reason keyboarding software programs cannot take the place of a keyboarding course.

Technique should be the sole source of grading for new keyboarding students. Speed, accuracy, and appearance/format of documents are not relevant issues until after good technique becomes natural and automatic. Some speed and accuracy challenges for variety and feedback may be appropriate, but not for grading. Anyone can produce a perfect looking document with a single finger if given enough time. Our early focus must be exclusively on technique.

Core Performance Standards		
100	Application of Information Systems	>
101	Oral and written Professional Communication Skills	
102	Technology for Effective Communication	
103	Use of Information to Solve Problems	
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	
107	Ethics, Customer Service, Leadership, and Supervision	
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Name:	
Date:	
Eyes on Copy	
Feet-Flat	
Wrists Up	
Elbows In	
Posture Straight	
Grade:	

Name:	
Date:	
Eyes on Copy	
Feet Flat	
Wrists Up	
Elbows In	
Posture Straight	
Grade:	

Name:	
Date:	
Eyes on Copy	
Feet Flat	
Wrists Up	
Elbows In	
Posture Straight	
Grade:	

Name:	
Date:	
Eyes on Copy	
Feet Flat	
Wrists Up	
Elbows In	
Posture Straight	
Grade:	

Name:	
Date:	
Eyes on Copy	
Feet Flat	
Wrists Up	
Elbows In	
Posture Straight	
Grade:	

Name:	
Date:	
Eyes on Copy	
Feet Flat	
Wrists Up	
Elbows In	
Posture Straight	
Grade:	

Name:	
Date:	
Eyes on Copy	
Feet Flat	
Wrists Up	
Elbows In	
Posture Straight	
Grade:	

Name:	
Date:	
Eyes on Copy	
Feet Flat	
Wrists Up	
Elbows In	
Posture Straight	
Grade:	

Activity Title: Speed Building

Time line: 5 minutes

Description: This activity is designed to increase students' keyboarding speed.

1. Allow the students 2 - 3 minutes to warm up by keying a journal or practice exercise.
2. Select straight copy text that can be measured in words per minute.
3. Instruct the students to key the text "as fast as they can" for 1 minute.
4. At the end of 1 minute let the students calculate their words per minute.
5. Again, instruct the students to key the text "as fast as they can" for 1 minute setting as their goal at least 1 word per minute faster than they just keyed.
6. At the end of 1 minute let the students calculate their words per minute, and have the students raise their hand (or stand) that achieved their goal of at least 1 word per minute faster.

Variation: This activity could easily be modified to improve accuracy by changing steps 3 and 5 to instruct the students to key with as much "control" as they can, focusing on accuracy. Let students calculate the number of errors, and for the second timing make the goal 1 less error than they just keyed.

Variation: This activity could also be modified to focus on improving keyboarding technique. Individual students could use this activity to focus on the technique area where they need the most improvement. In other words, when keying for 1 minute, some students may be concentrating on not looking at the keyboard while other students may be focusing on improving their posture. Still others may need to concentrate on using the appropriate reaches to key. This activity provides an excellent opportunity for individualized instruction by allowing students to practice in the area they need it the most.

Teacher Tips: To effectively build speed this activity should be done

DAILY! A timed keying once a week will not build speed to the level that today's workplace demands. Make this activity part of your daily lesson plan. Once the students become familiar with the routine the activity will only take 2 - 3 minutes. Also, during the second 1 minute timing, give the students one or two extra seconds to guarantee that most will key at least 1 word per minute faster, but don't tell them! This will build student confidence and increase the likelihood that they will work hard to improve their speed. Finally, this activity is not designed to be graded or assessed. This is simply a Skill Development Activity. Skill Assessment is addressed in a subsequent activity.

Core Performance Standards		
100	Application of Information Systems	
101	Oral and written Professional Communication Skills	
102	Technology for Effective Communication	
103	Use of Information to Solve Problems	
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	
107	Ethics, Customer Service, Leadership, and Supervision	
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Activity Title: Tag Team Typing

Time line: 10-15 minutes

Description: This is a speed-building activity similar to a relay race except you "hand off" the keyboard instead of a baton! The students will demonstrate appropriate keyboarding technique while increasing their speed.

1. Randomly place students in teams of 3.
2. Let each team create a team name.
3. Give each team an identical straight copy text to key that can be measured in words per minute.
4. For each team, have one student seated at the keyboard with the other 2 students standing directly behind him/her.
5. When the teacher says "begin," the student sitting at the keyboard begins keying. At the end of two minutes the teacher says "switch."
6. When "switch" is called, the student that is keying stops and stands, and the second team member sits down and begins keying at the exact spot where the first student left off. At the end of two minutes the teacher says "switch."
7. Step 6 is repeated with the third team member keying for two minutes until the teacher says "stop."
8. Scoring is completed by calculating words per minute. Each team designates one team member to go to another team for scoring. Consequently, each team is scored by two team members and one outside person from another team. (This keeps the scoring process honest because all three people must agree on the score before it is reported.)
9. Record results for each team using the team names. At the end of two weeks, offer a prize to the team that has the best score, most improved, best team spirit, etc.

Variation: To shorten the time of the activity, each person can only key for one minute.

Variation: Can be used to reinforce accuracy instead of speed by measuring gross errors per minute.

Teacher Tips: For each class create a score sheet/poster, that includes all of the team names, to be displayed in the classroom. Or, better yet, have the students create a poster or score sheet for the entire class. This will allow students from other classes to monitor their competition! Use the same text for the entire two weeks so the results are consistent. Let the students practice this activity once or twice before you begin keeping score. This will allow the students to become familiar with the procedure. (Once students are familiar with the procedure, this activity takes very little time!)

	Core Performance Standards	
100	Application of Information Systems	X
101	Oral and written Professional Communication Skills	
102	Technology for Effective Communication	X
103	Use of Information to Solve Problems	
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	X
107	Ethics, Customer Service, Leadership, and Supervision	X
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Activity Title: Skill Development (12-Second Drill)

Time line: 5 minutes

Description: This activity is designed to increase students' keyboarding speed.

1. Provide a copy to every student of the sentences listed on the following page.

2. Students will begin keying the first sentence. The goal is for students to complete the first sentence in 12 seconds. If some students complete the first sentence before 12 seconds is over, they DO NOT begin the second sentence.

* The first time the students try this activity, the goal is for them to determine which line they can key in its entirety with 100% accuracy within the 12 second time frame. This sentence will be their starting point for future 12-second timings. Some students may be able to key the second, third or even higher sentence the first time you try this activity.

3. Once a student is able to key a sentence within the 12 second time frame with 100% accuracy, He/she is allowed to move to the next sentence for the next 12-second timing. Students can ONLY move to the next sentence when they successfully complete the previous sentence. The teacher should give 10 - 12 12-second timings DAILY at the beginning of each class.

4. At the end of the 12-second timings, students can chart their progress and monitor their words per minute by using the chart provided with the sentences. For example, if a student successfully completes the 10th sentence, "Here they come now." in 12 seconds, he/she is keying at 19 words per minute.

Variation:

Teacher Tips: By incorporating this activity into your daily lesson plans, students will have the ability to progress at their own pace and monitor their own progress. More than likely you will have students working at many different levels during this activity. Also, this activity is not designed to be scored or graded. It is simply a Skill Development activity. Skill Development is a DAILY activity. Skill Assessment is a periodic event. If you wish to assess skill it is suggested that you use 1, 3, or 5-minute timed writings every two weeks. A Skill Assessment activity immediately follows this activity.

Core Performance Standards	
100	Application of Information Systems
101	Oral and written Professional Communication Skills
102	Technology for Effective Communication
103	Use of Information to Solve Problems
104	Workplace Trends and Issues related to career decisions
105	Management and Organizational Functions in the workplace
106	Practice of Quality Performance
107	Ethics, Customer Service, Leadership, and Supervision
108	Financial and Mathematical Applications
109	Career Exploration, Personal Assessment
110	Career Planning and Goal Setting

SENTENCES FOR SPEED!

SECONDS 12

Go for it. WORDS 10
It is here.
This is fun. 12
Life is good.
Send her more. 14

It is her idea. 15
I asked the boy.
Thank her for me. 17
His arm is strong.
Here they come now. 19

I just know he will. 20
Do try to plan ahead.
She left for the city. 22
Fill the ship with men.
Drive the car this time. 24

This is food for thought. 25
Pay your dues at the club.
Put the big desk over here. 27
Take time to see the church.
Get a loan at the state bank. 29

Our future is generally known. 30
The doctor had power and money.
Cover every board with material. 32
Ask them for more food and water.
Bring another chair for the table. 34

Of course we must use our judgment. 35
This furniture was bought on credit.
The winter weather will go away soon. 37
Students often work during the summer.
Children are often described as little. 39

Try to show a little more understanding. 40
You cannot get along without your health.
Telephone me in the morning before school. 42
For ten years my tax returns have been big.
The situation in the community is quite bad. 44

The defense department is really very little. 45
Jane is interested in taking business classes.
That foreign country was described as friendly. 47
The department store offered a discount to them.
Each individual person will need to bring a date. 49

She was especially interested in using blue paint. 50
We should certainly get together again this winter.
The cause of the fire will not be immediately known. 52
A special schedule has been prepared for this summer.
My evening with the general was full of military talk. 54

Activity Title: Skill Assessment (Assessing Keyboarding Speed)

Time line: 3 - 5 minutes

Description: This activity is designed to assess students' keyboarding speed. As previously discussed, Skill Assessment is a periodic event. It is suggested that Skill Assessment activities be used once weekly or bi-weekly.

1. Provide students with 3 - 5 minutes of warm-up.
2. Select a straight copy text that can be measured in words per minute. Provide a copy of the text to each student. .
3. Instruct the students to key the text for 3 minutes.
4. At the end of 3 minutes students will calculate and report their words per minute. (You may have students print their timings for your evaluation.)

Variation: This activity can be varied by using 1-minute timings or 5-minute timings.

Teacher Tips: Students may chart their own progress by using the forms on the subsequent pages. Students can staple this form to the inside front of their work folders and watch as their speed increases throughout the semester!

Core Performance Standards		
100	Application of Information Systems	X
101	Oral and written Professional Communication Skills	
102	Technology for Effective Communication	X
103	Use of Information to Solve Problems	
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	X
107	Ethics, Customer Service, Leadership, and Supervision	X
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

1-MINUTE TIMINGS

STUDENT NAME______________

DATE	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
WPM															
56															
54															
52															
50															
48															
46															
44															
42															
40															
38															
36															
34															
32															
30															
28															
26															
24															
22															
20															
18															

3-MINUTE TIMINGS

STUDENT NAME________________

DATE	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
WPM															
56															
54															
52															
50															
48															
46															
44															
42															
40															
38															
36															
34															
32															
30															
28															
26															
24															
22															
20															
18															

5-MINUTE TIMINGS

STUDENT NAME_______________________

DATE															
WPM															
56															
54															
52															
50															
48															
46															
44															
42															
40															
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Mini Activities

MINI ACTIVITIES OVERVIEW

What are Mini Activities?

These mini activities are short activities that can be completed in five to ten minutes as designed in the description section. Students find them fun and engaging. They are easy to implement and require little teacher preparation. These activities can be used to introduce a new idea, review a topic, culminate a unit or quickly bring student background knowledge forth.

Each activity uses a learning strategy that can be used again and again with different objectives and content. Several content or topic examples are provided for each activity. These content examples represent a sample of ways the strategy could be used. Each strategy can be used with nearly any objective by making slight variations. With a little creativity, some activities can easily be developed into a short lesson. Use your own imagination and ingenuity to apply these activities in different lessons that meet your students' needs. Challenge yourself to find new ways to use these strategies on a regular basis. They will provide variety for students while getting them moving, sharing and listening to each other.

Each learning strategy has been designed to enhance student collaboration so all students contribute to the learning of others and benefit from the ideas of classmates. If you think of each activity as a learning strategy rather than a single assignment, they become ways to teach rather than activities.

Each section of an activity will provide information as follows:

> **Activity Title** - is a 'fun' way to identify the activity. Call the activity what you like. A small variation might give birth to a new name. What's important is that short, fun learning activities become a regular part of what happens in the business technology classroom to improve student interest, engagement and learning.
>
> **Time Line** - is an estimate based on the steps as listed in the description. All activities are quick as written in the description. A high degree of variability will result as teachers add and vary steps.
>
> **Description** - presents a numbered, step by step format for the activity. These short, quick steps are suggested for the first time you try a new strategy.

Variations - offer a few ideas for changing or expanding the activity. Natural variations will occur as activities are reused with new content. Add your own creativity to keep students' energy and focus high.

Teacher Tips - provide ideas from teachers who have used these strategies. Collaborate with other teachers who also recognize the value of fun and variety in the classroom. Sharing ideas with other teachers can provide support and encouragement to help sustain continual teacher growth.

Core Performance Standards - indicates which standards within the core curriculum could be taught using the activity. The particular standards reinforced will change according to the content applied. More than one standard can quickly be reinforced using a single mini activity, but an activity would need to be repeated several times to address all of the standards checked in the chart shown.

Why are Mini Activities important in today's BE Classrooms?

In addition to merely adding classroom variety, these activities provide a place to begin restructuring classroom learning so it more closely models how people learn in life and in the workplace. Quick activities like those provided offer students the opportunity to practice problem solving, collaborating and explaining and gathering information. Success in life and in the workplace is not correlated with ones ability to memorize and recall information and facts, but rather to find, manipulate and apply information. These kinds of activities require teachers to move from being *disseminators of knowledge* to *facilitators of learning* for life's application; a quantum leap in the right direction toward school reform; which happens one teacher at a time.

Examples of Mini Activities - The sample activities included in the following section were selected because of their simplicity to implement and their non-traditional approach to learning. They all deliberately lack emphasis on memorization/recall and do not ask students to follow prescribed step-by-step directions that are unavailable in the real word. Instead, these activities emphasize information gathering and sharing as necessary skills to solve problems.

Activity Title: Information Toss

Time Line: 5 - 8 Minutes

Description: "Information Toss" is a quick way to bring out the background knowledge base from the entire class.

1. Place a topic statement or question on white board or overhead.
   Examples: ☞Spreadsheets features that I know
   ☞People skills that are necessary in the workplace
   ☞What Business Ethics means to me
   ☞Gathering Career information
2. All students stand.
3. Teacher tosses a soft object (small stuffed animal, kosh ball, or eraser) to a student who is ready to react to the topic statement.
4. First student contributes one idea.
5. First student tosses the stuffed animal to another student whose hand is up and ready to share another, different idea
6. First student sits down.
7. Second student repeats what the first student said and adds an idea not previously mentioned, then tosses object to another student and sits down.
8. Toss continues until all students have contributed and are seated.
9. All students use a word processor to capture a list of as many of the ideas they can recall in five minutes.
10. Students print their list and take them around the room to classmates comparing lists to identify and add items not captured on the first attempt.
11. Students return to their work station and update their list based on information gathered from classmates.

Variations: Depending on the nature of the topic, time, and whether the topic is review, this activity can end after step eight, nine or ten.

Instead of keying all ideas shared, ask a student to name five ideas he/she can remember, or ask "Who remembers what 'Paul' contributed?" Have fun and cheer on students who paid attention to others.

Teacher Tips:

The beauty of this activity is what students learn from each other. It is important that students listen to each other and have heard what has already been said so no ideas are repeated. Another benefit of this strategy is that all students must contribute. Students will realize that it's easier to go first. You'll find the shyer students volunteering to take a turn at the beginning. Remind students that they are not done when they sit down because may be accountable for what is said while they are seated. It's also a great way for teachers to ascertain what background information students bring with them. Try this in lieu of lecturing, you may find students will generate many of the ideas that you planned to deliver yourself.

Core Performance Standards	
100	Application of Information Systems
101	Oral and written Professional Communication Skills
102	Technology for Effective Communication
103	Use of Information to Solve Problems
104	Workforce Trends and Issues related to career decisions
105	Management and Organizational Functions in the workplace
106	Practice of Quality Performance
107	Ethics, Customer Service, Leadership, and Supervision
108	Financial and Mathematical Applications
109	Career Exploration, Personal Assessment
110	Career Planning and Goal Setting

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Activity Title: Who Knows How

Time Line: 5 - 8 Minutes

Description: "Who Knows How" is a strategy that will quickly teach an entire classroom a software feature and ensure mastery using an easy-to-use format that structures student collaboration.

1. Identify a feature of your current software package that will be unfamiliar to some or even the majority of students. Write the name of this feature on the whiteboard or overhead.
   Examples:
   - ☞Who knows how to password protect this file?
   - ☞Who knows how to add your name/date as a header?
   - ☞Who knows how to change the color on our bar chart?
   - ☞Who knows how to sort our list alphabetically?
2. Give students 2-3 minutes to try the feature and think through the steps involved. Some students will be able to figure out the feature during this time.
3. Students who can complete the challenge stand. They becom the experts for the first round of coaching. Students seated are trainees since they do not know how to accomplish the software feature.
4. Explain the guidelines for being a good coach.
   --Coaches must not touch another student's mouse or keyboard.
   --Coaches must explain how they figured out the feature.
   --A Coaches job ends only after the trainee can complete the feature without assistance.
5. The trainee, who has just mastered a new feature, can stand and declare coaches' status. This students is not available to coach someone else. The feature has been mastered by the entire class when everyone is standing and no students are waiting to be coached.

Variations: Use a topic few students will know. The first person to volunteer can show the entire class on a LCD panel. If no one knows how t meet the challenge, more time can be given until the first student has mastered the feature and can demonstrate it to the class.

Teacher Tips: It really does not matter how many students initially know the feature. The more students who 'know how', the fewer rounds of coaching needed. This strategy works whether you begin with only two or three experts, or if half the class already knows the feature. This can be used with any software package at any level of studer mastery. It's a great way to handle classes where students enter with a variety of student experience. No one is bored and student that already 'know how' benefit by thinking through the process, collecting and articulating their thoughts.

This activity is a miracle cure for eliminating teacher stress when teaching a new or complicated feature. It prevents a dozen studer hands waiting restlessly for an exhausted teacher. It's also a dream come true for teachers who find themselves irritated with students that just don't listen, or from repeating yourself over and over. When you have the instructions memorized, you're working too hard; give "Who Knows How" a try.

Core Performance Standards		
100	Application of Information Systems	X
101	Oral and written Professional Communication Skills	X
102	Technology for Effective Communication	X
103	Use of Information to Solve Problems	X
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	X
107	Ethics, Customer Service, Leadership, and Supervision	X
108	Financial and Mathematical Applications	X
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Activity Title: Figure It Out

Time Line: 10 - 15 Minutes

Description: Students practice the valuable skill of figuring out new features b exploring, trial and error, or the help menu to 'discover' how a software feature works.

1. Choose an advanced or challenging software feature that has not been taught and will be unfamiliar to even the strongest students. Explain the challenge, and give appropriate tips and background information as necessary.
   Examples: ☞Explain what a macro is, and why it's a time-saving feature. Challenge students to write a short macro that will place heading information a the top of their paper.
   ☞Explain that the computer knows the current date and will insert it for you in a variety of formats. Challenge students to find this feature and consider what situations would call for each date format available.
   ☞Explain that you can edit the tool bar (if you use a fairly new windows-based applications) to displa different icons. Challenge students to find a particular menu feature and add it to the tool bar as an icon.
2. Give students time to figure out the challenge using help, a reference manual, an online tip or trial and error exploration.
3. Pair students in the order they complete the challenge. When the first student 'figures out' the feature, he/she waits for the very next student to do the same–they become partners. Partnering continues in this way.
4. Partners trade success secrets by explaining the attempts and steps taken that lead to success. It is important for each partn to share where they looked for the 'answer' and went about 'figuring it out'.
5. After a reasonable amount of time, someone shows the entire class the problem solving approach used.

Teacher Tips: A discussion about how to figure out an unfamiliar feature may b necessary the first time this strategy is used with a class. If you prefer, save this conversation for after the activity and let studen who were successful share their thinking process with the class Initially, this can be used with easier features like centering or th thesaurus. The student benefits of this approach are numerous

Detailed, step by step, textbook-like instructions are not available in the workplace or in most homes. Using online documentation and experimentation are examples of real ways adult learners master technology outside the school setting.

Students will be more receptive if they understand the importance of being able to figure out features themselves. Make sure students realize that software changes regularly, and people who can 'figure things out' themselves can become self-sufficient with any new software.

Core Performance Standards	
100	Application of Information Systems
101	Oral and written Professional Communication Skills
102	Technology for Effective Communication
103	Use of Information to Solve Problems
104	Workplace Trends and Issues related to career decisions
105	Management and Organizational Functions in the workplace
106	Practice of Quality Performance
107	Ethics, Customer Service, Leadership, and Supervision
108	Financial and Mathematical Applications
109	Career Exploration, Personal Assessment
110	Career Planning and Goal Setting

Activity Title: Write What You Know About . . .

Time Line: 5 - 8 Minutes

Description: This activity offers students an opportunity to practice composing with technology while collecting their thoughts about any idea. Then students learn from each other's writing.

1. Provide a topic on the whiteboard or overhead and explain as necessary.
   Examples:
   - ☞Universal Workplace Expectations!
   - ☞What I've heard about computer viruses!
   - ☞About the InterNet!
   - ☞What is quality and excellence at work?
2. Students are given five minutes to key whatever they know about the topic using a word processor. Save the document.
3. Students exchange places with a partner.
4. Students first read what their partner has written, then add to the document by keying additional information that will build onto the original students writing. Resave the document.
5. Find a new partner and repeat the process.
5. Students return to their own seat and read what has been added to their original document.

Variations: Students can rotate to as many other seats as time allows. They could rotate around the entire room, or continue until writings begi to sound alike. Each time, the job is the same--to carefully read what has already been written and add new information to the end. This could be easily built into an entire introductory or summarizin lesson by continuing the rotation. If computer stations are numbered, managing student movement is easy by having students move to the next highest station number.

Teacher Tips: Rather than telling students what to name their document, instruct them to save using an appropriate name. This is good practice since no one instructs us what to name a document in the real world. It takes some thinking to give a document a name that makes sense and offers a clue about its content.

Activity Title: Talk it Over

Time Line: 5 - 8 Minutes

Description: "Talk it Over" quickly immerses 100% of the class in conversation to explore, express and think about any idea.

1. Quickly ask a question about the current lesson.
   Examples:
   - ☞What role should the government play in dealing with pornography on the InterNet?
   - ☞What makes a portfolio exceptional?
   - ☞How is customer service (or technology) important to the success of a business in today's business world.
   - ☞How do you plan to manage your own credit since we've studied borrowing, calculating interest and credit.
   - ☞What information in the article we just read (perhaps about downsizing or outsourcing) was new for you.
2. Pair students in two's. Use any fun, objective way to designate partners A & B. Maybe the tallest person, the person wearing the most school colors, or the person with the longest hair will be partner A.
3. A's share their response.
4. B's repeat what they heard and ask one probing question.
5. A's answer the question.
6. B's share their response.
7. A's repeat what they heard and ask one probing question.
8. Call on several students to share with the class what their partner said.

Teacher Tips: The "think time" before the partnering and sharing will be importan for reflective students. Structuring the conversation keeps students on task. It may be helpful to use a stop watch and give one minute per step. Try putting students in two's by just stating "turn to a neighbor and discuss. . ." Once you get the hang of it, this can become something that happens as regularly and natural as asking a class question. Use any question that could generat a variety of responses and try "Talk it Over". We learn by talking and listening to each other as well as the teacher. Silence is not golden in the classroom.

Variations: Students can be repartnered and repeat the process several times to gather other ideas and perspectives. Students can be asked to give their partner a compliment or ask an open-ended question about what was said. Any communication skill could be incorporated into this structure.

Core Performance Standards		
100	Application of Information Systems	
101	Oral and written Professional CommunicationSkills -	☒
102	Technology for Effective Communication	
103	Use of Information to Solve Problems	
104	Workplace Trends and Issues related to carer decisions	☒
105	Management and Organizational Functions inthe workplace	☒
106	Practice of Quality Performance	
107	Ethics, Customer Service, Leadership, and Supervision	☒
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	☒
110	Career Planning and Goal Setting	☒

Activity Title: Tag Team Typing

Time line: 10-15 minutes

Description: This is a speed-building activity similar to a relay race except you "hand off" the keyboard instead of a baton! The students will demonstrate appropriate keyboarding technique while increasing their speed.

1. Randomly place students in teams of 3.
2. Let each team create a team name.
3. Give each team an identical straight copy text to key that can be measured in words per minute.
4. For each team, have one student seated at the keyboard with the other 2 students standing directly behind him/her.
5. When the teacher says "begin," the student sitting at the keyboard begins keying. At the end of two minutes the teacher says "switch."
6. When "switch" is called, the student that is keying stops and stands, and the second team member sits down and begins keying at the exact spot where the first student left off. At the end of two minutes the teacher says "switch."
7. Step 6 is repeated with the third team member keying for two minutes until the teacher says "stop."
8. Scoring is completed by calculating words per minute. Each team designates one team member to go to another team for scoring. Consequently, each team is scored by two team members and one outside person from another team. (This keeps the scoring process honest because all three people must agree on the score before it is reported.)
9. Record results for each team using the team names. At the end of two weeks, offer a prize to the team that has the best score, most improved, best team spirit, etc.

Variation: To shorten the time of the activity, each person can only key for one minute.

Variation: Can be used to reinforce accuracy instead of speed by measuring gross errors per minute.

Teacher Tips: For each class create a score sheet/poster, that includes all of the team names, to be displayed in the classroom. Or, better yet, have the students create a poster or score sheet for the entire class. This will allow students from other classes to monitor their competition! Use the same text for the entire two weeks so the results are consistent. Let the students practice this activity once or twice before you begin keeping score. This will allow the students to become familiar with the procedure. (Once students are familiar with the procedure, this activity takes very little time!)

Core Performance Standards		
1100	Application of Information Systems	✓
1101	Oral and written Professional Communication Skills	
1102	Technology for Effective Communication	✓
1103	Use of Information to Solve Problems	
1104	Workplace Trends and Issues related to career decisions	
1105	Management and Organizational Functions in the workplace	
1106	Practice of Quality Performance	✓
1107	Ethics, Customer Service, Leadership, and Supervision	✓
1108	Financial and Mathematical Applications	
1109	Career Exploration, Personal Assessment	
1110	Career Planning and Goal Setting	

Teams

WORKFORCE DEVELOPMENT THROUGH LEARNING TEAMS

What is a learning team?

A learning team refers to an interdependent group of learners who share one or more common goals and who are mutually responsible for attaining that goal. The use of learning teams reinforces collaboration, interaction, and team-directed activities. One might compare the use of learning teams to the use of cooperative learning which is "the instructional use of small groups so that students work together to maximize their own and each other's learning" (Johnson and Johnson, 1987).

Why use learning teams in the BTE learning environment?

A major shift in management philosophy coupled with an increased emphasis on productivity has altered the organizational structure of most workplaces. The authoritarian, bureaucratic structures of yesterday have been replaced with streamlined, flattened organizational structures that respond quicker to a market-driven economy. In our current service-based economy, these flatter structures rely heavily on the interrelationships of people. Quality circles, work groups, empowered workers, and performance teams all reflect an environment that embraces a more collaborative, team approach. Learning teams and/or cooperative learning provide a much needed alternative to the traditional competitive and individualistic structures of school.

The demands of today's workplace coupled with the social and family issues that challenge our youth (increased socio-economic diversity, need for belonging, rising crime) reinforce the need for nurturing and collaborative environments in schools. Learning teams/cooperative learning provides a structure within which diverse groups of students collaborate for some academic and social purpose.

These teaming strategies reinforce the nature of life's collaboration. Since people naturally rely on others at work, in the community, and in family situations to solve problems and complete projects, a similar collaborative environment needs to be reflected in the Business Education classroom.

How to use learning teams in the BTE learning environment

In a teaming environment, the teacher establishes the structure so that heterogeneous groups of students work collaboratively toward some common learning goal or task. Unlike traditional classroom learning groups, cooperative learning groups and learning teams are distinguished by a number of factors.

1. **Heterogeneous Teams**. Each three-four person group should reflect the heterogenous nature of the population at large. Groups might be mixed by gender, race, or achievement levels. While some short-term learning groups might be assigned randomly, proponents of this method suggest that the teacher carefully select the learning teams considering both academic goals and personal characteristics.

2. **Positive Interdependence.** Individuals in the learning groups must perceive that they are positively interdependent upon their colleagues as they work toward some learning goal. This positive interdependence might be achieved through the task (division of labor), an established group goal, interdependent roles, and/or joint rewards.

3. **Individual Accountability.**: Though the group has established performance goals, individuals are also measured on their performance. Whether it is through test scores, task completion, or an assessment of collaborative effort--individuals are measured on their own performance.

4. **Social Skills.** The face-to-face interaction that is required in cooperative learning reinforces the need to identify, model and assess social skills. In addition to the lesson, project, or product that groups are involved with, students are directly taught to listen actively, resolve conflicts, set and revise agendas, keep on task, and to monitor individual and group progress.

5. **Processing**. The final stage in any cooperative learning activity requires groups to reflect on and assess their group effectiveness. This structured evaluation typically allows group members to identify how well they achieved both the social and academic goals of the experience. Critical to this self/group assessment is the identification of strategies to overcome the identified obstacles or barriers during the next cooperative lesson.

Though any collaborative structure that includes the critical elements identified previously would be considered cooperative learning, the research has been conducted on a number of specific cooperative structures that might be used in most any classroom. This brief review illustrates some of the more popular versions.

Jigsaw and Jigsaw II, like a jigsaw puzzle, require individuals to learn, then teach pieces of the content or lesson. In Jigsaw, each member of the team reads/studies one section of the chapter or content. Members then teach teammates their piece of the lesson so that ultimately, the entire lesson is covered within the group. The team studies and is ultimately evaluated on the content. Jigsaw II provides a slight variation on this format. Given a four-person group, person number 1 would be responsible for part of the content, person number 2 would be responsible for another part, etc. The Jigsaw II format then allows for expert groups to form (number one's , number two's, number three's, etc) with members from the other learning teams. These expert groups provide a collaborative format for each student to become expert on their topic/content. The experts then return to their home groups to teach all of the content areas .

Student Teams Achievement Divisions is a cooperative framework that involves diverse teams with teaching, team study, testing, and team recognition. All students have an opportunity to contribute to the team score not by earning the highest score, but by improving their previous performance. This allows for low-achieving students who work hard, to contribute as much as a high-achieving student.

Team Accelerated Instruction (TAI) is similar to STAD in that four-person, mixed groups are employed to work collaboratively on different units. Teams teach each other, work on assignments, check each other's work, and prepare for tests. Tests are taken individually but scored by student monitors. Teams are rewarded weekly by the number of units or projects completed.

Ways To Evaluate Trainees in Cooperative Learning:

1. Average individual members' scores.
2. Total individual members' scores.
3. Give single group score on product.
4. Randomly select one group member's product.
5. Randomly select one group member's test score.
6. Individual score plus group bonus.
7. Bonus points based on lowest score in group.
8. Individual score plus group average.
9. All members receive lowest member's score.
10. Average of academic score plus collaborative skills performance.

Problems In Using Cooperative Learning Methods:

1. When students are absent, group activities affected.
2. Misbehavior among some students.
3. Noise level sometimes gets too high.
4. Failure of some students to get along with each other.
5. Ineffective use of team practice time.
6. Wide range of performance levels among students.
7. "Free-rider" and "Work-horse" sometimes emerge.

References and Resources for Cooperative Learning

Johnson, D.W., Johnson, R.T., E.J. Holubec, and P. Roy (1984). Circles of Learning: Cooperation in the Classroom. Alexandria, Va: Association for Supervision and Curriculum Development.

Kagan, S. (1988). Cooperative Learning Resources for Teachers. Riverside, CA: University of California.

Slavin, R.E. et al., eds. (1985). Learning to Cooperate, Cooperating to Learn. New York: Plenum Press.

Cooperative Learning Quiz

Please respond to the following questions as quickly as possible.

1. Identify at least two of the **Key Elements of Cooperative Learning**.

2. Identify one method of grading used with cooperative learning.

Circle the correct answer:

3. T F Research shows that Cooperative Learning has positive effects on some aspects of self esteem.

4. T F The teacher using Cooperative strategies actually has less to do than in the traditional classroom.

5. T F One of the characteristics associated with Cooperative Learning is an extremely quiet classroom.

Please sign:

Cooperative/Teaming Lesson Planning

Subject ______________________________

Group size Two Three Four Five

Type Usual(home) group Spontaneous group Other ______________

Assignment ______________________________

____

Academic Task (Objectives)	
Positive Interdependence	
Individual Accountability	
Criteria for success	
Social Behaviors	

Monitoring method ______________________________

Processing ____________________ **Reward** ____________________

Quick Teaming Strategies

Worksheet checkmates	Two students complete one worksheet. Reader reads and suggests answer; writer agrees, adds or corrects. Upon agreement writer records answer. (May keep or switch roles)
Group writing	Each group composes one written product. Roles might include researcher/recorder/content editor/ proof editor.
Homework checkers	In pairs students compare homework and discuss differences. Make corrections and include reasons for changes. Papers turned in together and one is randomly checked for grade.
Instruction partners	Partners responsible for repeating instructions to each other. Must ask partner for clarification before asking teacher.
Roundtable	Teacher asks a question with multiple answers. Each teammate in turn writes one answer and passes pen/paper on.
Numbered Heads Together	Teacher asks a question. Students put their heads together to make sure they all know the answer. Teacher calls a number and student with that number must respond. (or teacher selects group and member)
Pairs check	Students work in pairs/within teams to complete problems. Switch with other pair to check/correct.
Preview	Before film, lecture, group discussion partners (or groups) summarize what they already know of topic and questions they have. Afterwards they summarize, answer questions and create new ones.
Think/pair/ share	Teacher poses question/topic/etc. Students think/write responses. Then shares ideas with partner. Then share summary with class.

Interview	Students interview partner (opinions/ideas on topic) then report partner's views to group.
Test/Review	Students study for test with partner or group.
Paired reading	Pairs read aloud to each other and discuss objectives
Creative solutions	Partners or groups work to solve problem, then show creative way of solving
Debate	Students (pair or group) are assigned to pro/con side and prepare data for debating an issue, Groups may debate other groups or simply present the data.
Peer teaching	Students are responsible for instruction. Use partners, jigsaw, whole class, or expert resource format
Team writing/reaction	Teacher poses question; all members respond in writing; pass responses to left; team member confirms or corrects response; repeat process.
Whip around/pass	Teacher initiates class responses. Students may repond quickly to idea/question or pass. (To solicit feedback from class members)
Survey Predict Read Revise	From OH students list headings/ subheadings for assigned reading leaving space for details. Without text groups brainstorm and consent to kinds of information that MIGHT be included. Individuals then read text and confirm, reject, or modify predictions.

Group Roles

Recorder	Takes notes for the group, confirms group responses before writing
Rewarder	Praises and encourages individuals and group effort
Leader	Keeps order and maintains focus, monitors time frame
Involver	Invites members to participate, limits one-sided contribution
Questioner	Interacts with instructor regarding group questions, etc.

Activity Title: **Team Building Exercise**

Time Line: **1-2 hours**

Description: Students generate rules for their team time. These rules will be incorporated into typical evaluations and feedback to teams.

1. Group students based on the following criteria: Gender, Ability, Ethnicity,

2. Identify (either teacher instructed, or student decision) the key roles: Leader, Facilitator, Recorder depending on number of students in each work team. Explain the roles and what each person is responsible for.

3. Teams take 5 minutes to generate a list to complete the following: What things do we have in common. It could include likes, dislikes, favorite hobbies, etc. You could structure this activity by placing recommended categories on the board. For example, teams might discuss: Brothers and sisters, birthplace, favorite food, favorite subject.

4. Teams then create a team name possibly using what they have in common.

5. Discuss the use of teams in the workplace. Provide examples of short-term project teams. (I.e. a hurricane hits Florida and insurance companies send teams on location to serve customers and process claims.) Ask teams to respond to the following:

   You've just been hired by XX company as a short-term project team. Your pay will be based on the success of your team. Generate a list of rules or recommendations that you think will help your team work together in this new job.

6. When teams have spent 10 minutes defining the rules, ask them to prioritize their rules according to importance. In other words what is the most important rule that you've discussed.

7. When teams have identified their priorities, ask each

team to write their top two rules on the board, overhead or flip chart.

8. Facilitate a discussion of the various rules and lead the entire class to identify the most important 3 or 4 rules. Students can vote, rank order them, however you choose.

9. Teams draft a formal agreement to guide their team interactions. Each team drafts, revises, and prints one final copy of their rules. All members must sign the rules document which is then filed somewhere in the classroom. (Or put on display as a bulletin board).

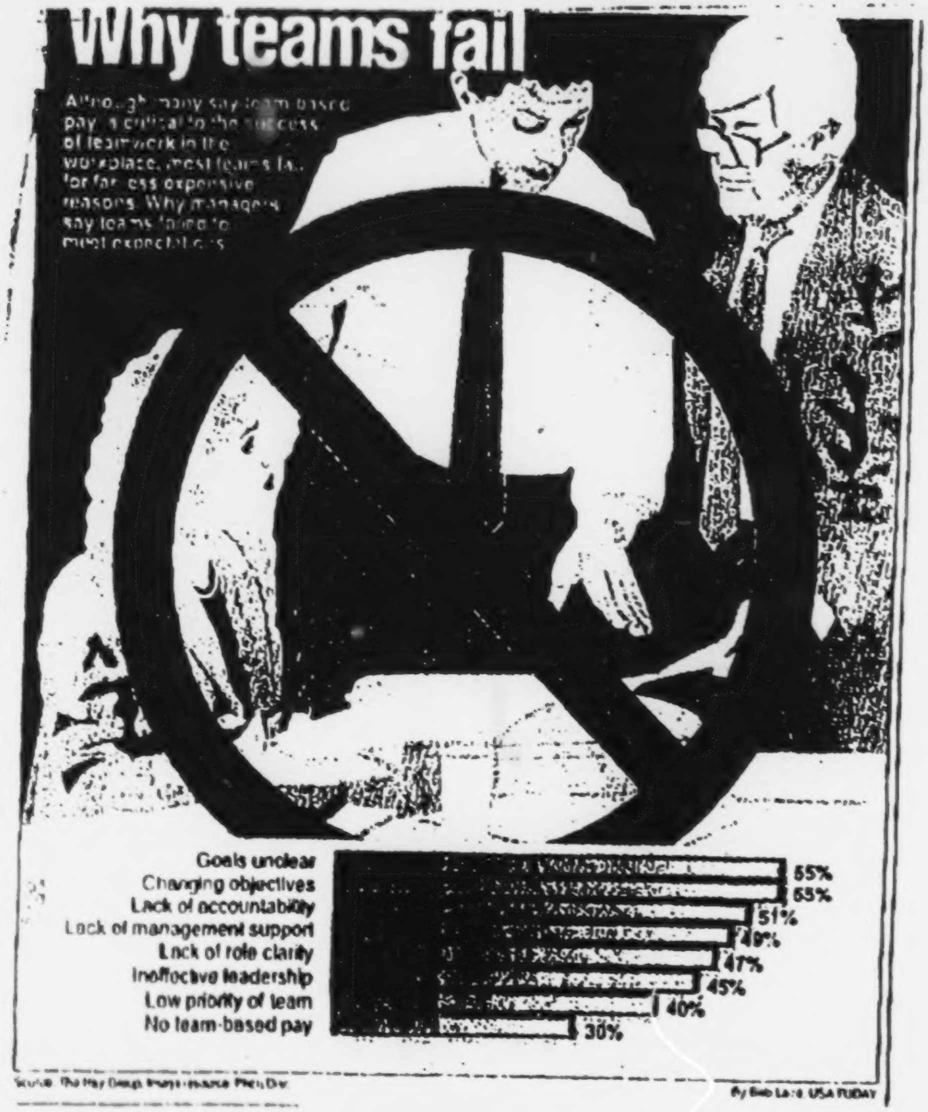
10. Next, teams are given copies of the attached article (or any other reading material that reinforces the use of teams in the workplace).

11. Students individually reflect on the pros and cons of working in a team environment. Students set up two columns (if possible) and list the pros and cons. This document may be printed and/or saved for future reference.

12. Facilitate a discussion of the pros and cons as identified by individuals.

Variations: Teams may additional time on any step of this activity as needed. The purpose is to establish a safe, supportive environment for teams to come together.

Teacher Tips: This type of team building activity needs to be fun and positive. Though you may collect the documents created--don't be concerned about grading them. It is important, however, to monitor group process and coach groups as needed.



Source: The Hay Group; [illegible]

By Bob Laird, USA TODAY

Companies save, but workers pay

02/2

'We've learned from the school of hard knocks . . .'

By Ellen Neuborne
USA TODAY

The best-attended every year at the tional Conference o Teams is "Why Team It's been standin only eight years runn the dais never chang stocked with consultants. No company officials wi up to talk about team failure.

Along with Mom and apple pie, teamwork has be corporate sacred cow, says Michael Schrage, authc *More Teams!* Nobody wants to talk about the diffic moving millions of well-conditioned hierarchical and managers into the uncharted waters of teamw

"Somehow, we have to get past this idea that all to do is join hands and sing *Kum Ba Yah* and say, moved to teamwork,'" Schrage says. "It's just not th Anyone who's ever been on a team knows that."

Several years into the team trend, the idea is hot ever. Every company in the *Fortune* 500 has some of team on its roster. But the tension is starting to one Mercer Management study, only 13% of 170 te ceived high ratings for effectiveness.

Not all teams are created equal. Self-directed tea become a permanent part of the workplace. They the rules of corporate behavior by axing the middle er and requiring workers to supervise themselv teams need not last forever. Cross-functional projec gather workers from disparate parts of an organiz focus on a single problem for a short-term assig Then they disband.

Teams are different animals at different organi Motorola has more than 5,000. At Kodak, process te cus full time on the design, manufacture and market product. At Ritz-Carlton Hotels, employees can t

Please see COVER STORY next

TEAMS

Clarify Team Members' Roles. Explain the role of the student as a team member.

Provide Information on Contents of a Good Meeting. Meetings are the foundation of a team's process and should be planned and designed will ahead of the meeting time.

Engage Students in Activities To Reach Closure. Brainstorming encourages creativity and promotes idea generation if guidelines are followed.

- Criticism is forbidden and members can say what ever they want
- Emphasis is on quantity
- As one member relates an idea, other members can combine ideas or improve on them
- Ideas are evaluated.
- Team reaches an agreement

Provide Information for the Effective Handling of Problems
The team leader is responsible for resolving any problems
Provide Information for the Effective Handling of Problems
Assess the team Process Team members should evaluate each member
Did the team member:

- ask questions
- participate in setting team goals
- contribute ideas from personal backgrounds
- listen to all team members
- consider and build on others' ideas
- think creatively and constructively
- focus on goals and objectives
- remain positive and enthusiastic

Evaluate the team

- demonstrate an understanding of the project goals and objectives
- utilize the talents of all team members
- deal with differing viewpoints and ideas
- participate fully in all aspects
- communicate openly and with trust
- use creativity and ingenuity in problem solving
- arrive at decisions logically and effectively
- produce an effective final result (product, project, etc.)

Project:
Collaborate with ROTC to participate in the Leadership course. This involves each team working together to accomplishing the goal of "reaching the other side"

EXCEL / MATH PROJECT

Theme: Why Do I Need This Class?

Objective: Upon completion of this project, each student will be able to ascertain why computers are not the answer to all problems in the real world.

Goal: (1) Each student will be able to achieve a score of 85 percent or greater on a cooperative learning project incorporating math and a spreadsheet software program. (2) Each student will achieve a score of 85 percent or greater on a team-teacher-generated, objective/subjective exam.

Cooperative Project Synopsis:

Each team is to be made of two students. One student is from a math or science class and the other student is from a Business Systems and Technology 1 class. The teams will present their findings in the form of a spreadsheet and a report.

Vocabulary List:

Know how to spell and define the following terms.

1. Synopsis
2. Cooperative
3. Subjective
4. Objective
5. Derogatory
6. Column
7. Cell
8. Row
9. Secular
10. Academic

Project Overview:

Each team will complete a project with a total grade value of 100 points. The project will include the following items.

Item	Minimum Length	Value	Format
Spreadsheet	(one page long)	30 points	All are
Illustration/Graph	Two diagrams or drawings	20 points	Computer
Report of Findings	Three pages	15 points	Generated
Conclusion	One page	10 points	
Math Equations	One page w/explanation	20 points	
Vocabulary Definitions	One page	05 points	
Title Page	One page	Extra Credit	

Project Details Outline:

Spreadsheet: The spreadsheet is to have the following items illustrated. Each team of students must receive the written approval of one of the team teachers for the project's subject before beginning. Each team may use The Orlando Sentinel or any other periodical to accumulate facts on the approved subject matter. **A copy of a completed spreadsheet with all of its components identified is attached.** Please use it for reference purposes only.

The spreadsheet must include:

- Project Title
- 7 or more facts
- Averages
- Columnar addition
- Columnar titles
- Name of the Students
- 4 or more columns of facts
- Percents
- Cell math
- Row titles

Illustrations/Graphs: Two diagrams or drawings must be computer-generated for inclusion in this project. The keyboarding student of each team will have taken notes on how Excel generates graphs of worksheets. The two diagrams may take up one or two pages. If only one diagram is included, an illustration may be inserted into the report in place of the second diagram. The illustration will have to reflect the theme of the report and the spreadsheet. For example, a cat cannot be inserted into the report on baseball. It does not relate to the theme of baseball.

Report of Findings: Must include two pages of a double-spaced report. The third page of the report will include a bibliography. No typographical errors will be acceptable. Please use the spellchecker before printing the final document.

Conclusions: The conclusion shall cover one page wherein each student of the team will write a half page on his/her feelings about the project. The comments and feelings on the project can be either complimentary or derogatory. The student must be honest as to his/her true feelings of what was learned and whether it was a positive or negative experience.

Math Equations: This portion of the project will outline why certain equations were utilized in specific cells of the spreadsheet. The logic behind the choice and the expected results will be mentioned in this portion of the project.

Vocabulary: One page of the project will be devoted to the spelling and defining of each vocabulary term. The science or math students will use the dictionaries provided in class to locate and write the definitions. The keyboarding students will then type up the terms and the definitions for inclusion in the report.

Title Page: This page can earn up to seven points extra credit for each team member. It is important for the title page to be an original (not a boring title, name, and date format). The title page must include the students' names and title of the project.

Exam Overview:

Component 1.	Spelling test of vocabulary terms.	10 points
Component 2.	Matching terms to definitions.	10 points
Component 3.	Fill in the blank w/o word bank.	10 points
Component 4.	Short answer/short essay.	40 points
Component 5.	Essay.	10 points
Component 6.	Math equations.	20 points

FILM/CAREER PROJECT

ACTIVITY TITLE: **I AM MARVELOUS!**

MEETS OBJECTIVES NO. 101.01, 101.03, 102.03, and 101.07

REQUIRED SOURCE DOCUMENT: Original play script.

REQUIRED SOFTWARE: Word Processing Software.

REQUIRED EQUIPMENT: Video camera, VHS tape,

Reason to Teach This Unit: Each student will be able to realize the need to communicate effectively during a job interview and the importance of first impressions. Additionally, through a fun unit and an opportunity to demonstrate exaggerated "non-examples", the students will have a lasting impression of what not to do during a job interview. The interaction of a four-member group with assigned roles (editor, scriptwriter, prop/costume designer, and producer/director) is an excellent learning opportunity for each student.

Activity Outline: The film must be between four to five minutes. Credits and title are to not take more than one minute of this allotted time. The film must include typed credits and title. This means it must be large enough to be viewed by the camera and be seen on television when displayed for the class. The script is to be typed and submitted for consideration by the teacher before filming begins. The film must have a title. The script should be in final format when presented to the teacher with the completed film. Groups must stick to a calendar/schedule when filming.

Number of Days for Completion of Project: Five Days. Day One: Outline the project, grading scale/method, teacher-assigned groups of four, and assign topic. Day Two: Roles are assigned to each student by consensus of the group. Script is developed. Day Three: Script is further developed while a rough copy is keyed using a word processing program. Costume, props, and setting are developed. Day Four: Filming begins. All four individuals must have a role in the film (camera crew, actor, producer, etc.). Day Five: Filming is completed. Credits are printed and copied into the film.

Teacher Follow-Up: The films developed on a per class basis may be used in a future lesson on career development by the teacher. Naturally, the funny side of what not to do will provide a memorable lesson. The teacher should view the films before showing any of it to the class to eliminate discriminatory or derogatory comments.

POSSIBLE FILM TOPICS: Rudeness during an Interview; Bring a Friend to an Interview; Improper Dress/Outfit for an Interview; Ill-Prepared Interviewee; Poor Telephone Skills; and Poor First Impressions.

INTERDISCIPLINARY LESSON

COORDINATION OF MATH/BUSINESS SYSTEMS TECH UNIT

ACTIVITY TITLE: **My Computer Won't Add**

MEETS OBJECTIVE NO. 100.03 and 108.01

REQUIRED SOURCE DOCUMENT: Attached worksheet.

REQUIRED SOFTWARE: Spreadsheet software package (i.e., Excel).

Reason to Teach This Unit: Upon completion of this project, each student will be able to display a spreadsheet with accurate results while utilizing algebraic equations. Additionally, each team of students will be able to produce the required graphs to illustrate the results of the spreadsheet. The student will be able to understand why a good foundation in both math and computers are important in the business world. The lessons taught through this unit have relevancy that can be obvious to each student.

Method of Evaluation: The completion of the spreadsheet with accurate portrayal of information and data while utilizing algebraic equations in the required cells to solve a problem with an 85% score or better.

Activity Outline: See attached worksheet. This lesson allows the combination of two classes from different departments to work together. This interdisciplinary lesson plan requires a math teacher and a computer teacher to combine their classes, teaching time, and methods while pairing one student with another from each class to complete a new project. Daily monitoring by both teachers is required.

Objective: Each student will be able to formulate and develop interpersonal office skills by working with a student from a math class on a daily basis to solve the common problem. Furthermore, each student will be able to comprehend the need for math and computer skills in today's workplace.

Research Outline: An introductory lesson and demonstration by the instructor(s) on math, proper equation writing with an automated system, spreadsheet capabilities, and computer operation are required as a prerequisite before assigning the project. In-depth knowledge of the software and math equations are required so as to field student questions and solve problems when the "computer does" something.

Number of Days for Completion of the Project: Six Days. First day to teach equations, solutions, and definitions of SUM, AVERAGE, IF statements, etc. Second day to highlight spreadsheet capabilities and incapabilities. Basic computer rules should be highlighted and read. Third through Fifth days will be the completion of the project with

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the development of the spreadsheet and the appropriate graphs to demonstrate student results. Sixth day is devoted to printing and polishing a final copy of the project.

Teacher Follow-Up: The teacher may want to post the best projects in the room or contact some of the parents/guardians to inform them of the progress of their student on this valuable lesson.

ENGLISH/BUSINESS INTERDISCIPLINARY LESSON PLAN

ACTIVITY TITLE: **MAY WE BE OF SERVICE?**

MEET OBJECTIVE NO. 102.04, 105.02, 107.01, and 101.03
Could meet Objective 106.01 with Teacher/Student Follow-Up

REQUIRED SOURCE DOCUMENT: Edited, original report from an English student, acceptable report parameters from English teacher, and outline of how to earn an "A" by the business teacher.

REQUIRED SOFTWARE: Word Processing software.

Reason to Teach This Unit: Each student will be able to decipher another student's English report to produce a final format acceptable to the English teacher's criteria and suited to the English student's expressive means. In the business world, it is important to be able to produce a final product (the report) with a limited number of instructions and to the liking of both the supervisor (the English teacher) and the client (the English student).

Activity Outline: Each student will formulate a letter outlining a new service offered to a teacher's English report-writing students. The service will be to produce a final draft from the English student's handwritten, edited version of a report. The business student must meet all of the guidelines for an acceptable project as outlined by the English teacher.

Objective: Each student will be able to experience an employee/employer/client relationship within the parameters of this project. Additionally, each student will get an opportunity to set up a cold, sales contact (letter of introduction of service) while soliciting for clients.

Evaluation of Project: The final report and a letter expressing the English student's criticisms/praise of the final product will be a portion of the final grade. The business teacher will grade the final product based on the student's ability to remain on task over the length of time of the project, acceptable project, and proper report format. Each student will be able to complete this project with a grade of 85% or better.

Number of Days for Completion of the Project: Six Days. Day One: Outline of the project and a rough copy of the initial, cold sales contact letter to English teacher. Day Two: Final copy of letter to English teacher is signed and sent. Day Three: Report is received with instructional materials. The report is edited and reviewed by the business student. Day Four: Report is typed and edited on screen. The rough draft is printed for editing by the client (English student). Day Five: The business student formulates, edits on screen, and prints a final copy of a letter to the client thanking him/her for utilizing the business student's services. Day Six: The edited, printed, rough draft is returned for updates. The final project is printed two times. One copy is returned to the client with a letter of appreciation for utilizing the business student's services in report writing is attached. Another complete copy of the project is presented to the business teacher for grading.

Teacher/Student Follow-Up: The student can take a moment to outline personal performance in the completion of an acceptable, final product while remaining within an assigned role (employee) throughout the process.

Form W-4 (1995)

Want More Money In Your Paycheck? If you expect to be able to take the earned income credit for 1995 and a child lives with you, you may be able to have part of the credit added to your take-home pay. For details, get Form W-5 from your employer.

Purpose. Complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

Exemption From Withholding. Read line 7 of the certificate below to see if you can claim exempt status. *If exempt, complete line 7; but do not complete lines 5 and 6.* No Federal income tax will be withheld from your pay. Your exemption is good for 1 year only. It expires February 15, 1996.

Note: *You cannot claim exemption from withholding if (1) your income exceeds $650 and includes unearned income (e.g., interest and dividends) and (2) another person can claim you as a dependent on their tax return.*

Basic Instructions. Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply to your situation. The worksheets will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

Head of Household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

Nonwage Income. If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may find that you owe additional tax at the end of the year.

Two Earners/Two Jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

Check Your Withholding. After your W-4 takes effect, you can use Pub. 919, Is My Withholding Correct for 1995?, to see how the dollar amount you are having withheld compares to your estimated total annual tax. We recommend you get Pub. 919 especially if you used the Two Earner/Two Job Worksheet and your earnings exceed $150,000 (Single) or $200,000 (Married). Call 1-800-829-3676 to order Pub. 919. Check your telephone directory for the IRS assistance number for further help.

Personal Allowances Worksheet

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . A ______

B Enter "1" if: { • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are $1,000 or less. } . . B ______

C Enter "1" for your **spouse**. But, you may choose to enter -0- if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . C ______

D Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return . . . . D ______

E Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of Household** above) . E ______

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . F ______

G Add lines A through F and enter total here. **Note:** This amount may be different from the number of exemptions you claim on your return ▶ G ______

For accuracy, do all worksheets that apply.
- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are **single** and have **more than one job** and your combined earnings from all jobs exceed $30,000 OR if you are **married** and have **a working spouse or more than one job**, and the combined earnings from all jobs exceed $50,000, see the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If **neither** of the above situations applies, stop here and enter the number from line G on line 5 of Form W-4 below.

.... **Cut here and give the certificate to your employer. Keep the top portion for your records.** ....

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ For Privacy Act and Paperwork Reduction Act Notice, see reverse.

OMB No. 1545-0010
1995

1 Type or print your first name and middle initial Last name

2 Your social security number

Home address (number and street or rural route)

3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate.
Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box.

City or town, state, and ZIP code

4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for a new card . . . . . ▶ ☐

5 Total number of allowances you are claiming (from line G above or from the worksheets on page 2 if they apply) . 5 ______

6 Additional amount, if any, you want withheld from each paycheck . . . . 6 $ ______

7 I claim exemption from withholding for 1995 and I certify that I meet **BOTH** of the following conditions for exemption:
- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability; **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability.

If you meet both conditions, enter "EXEMPT" here . . . . ▶ 7 ______

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▶ Date ▶ , 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS)

9 Office code (optional)

10 Employer identification number

Cat. No. 10220Q

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Deductions and Adjustments Worksheet

Note: *Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1995 tax return.*

1 Enter an estimate of your 1995 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 1995, you may have to reduce your itemized deductions if your income is over $114,700 ($57,350 if married filing separately). Get Pub. 919 for details.) . . . 1 $ ______

2 Enter:
- $6,550 if married filing jointly or qualifying widow(er)
- $5,750 if head of household
- $3,900 if single
- $3,275 if married filing separately

. . . . 2 $ ______

3 **Subtract** line 2 from line 1. If line 2 is greater than line 1, enter -0- . . . . 3 $ ______

4 Enter an estimate of your 1995 adjustments to income. These include alimony paid and deductible IRA contributions 4 $ ______

5 **Add** lines 3 and 4 and enter the total . . . . 5 $ ______

6 Enter an estimate of your 1995 nonwage income (such as dividends or interest) . . . . 6 $ ______

7 **Subtract** line 6 from line 5. Enter the result, but not less than -0- . . . . 7 $ ______

8 **Divide** the amount on line 7 by $2,500 and enter the result here. Drop any fraction . . . . . . 8 ______

9 Enter the number from Personal Allowances Worksheet, line G, on page 1 . . . . 9 ______

10 **Add** lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter this total on line 1 below. Otherwise, stop here and enter this total on Form W-4, line 5, on page 1 . . . . 10 ______

Two-Earner/Two-Job Worksheet

Note: *Use this worksheet only if the instructions for line G on page 1 direct you here.*

1 Enter the number from line G on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet) 1 ______

2 Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here . . . . 2 ______

3 If line 1 is **GREATER THAN OR EQUAL TO** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter -0-) and on Form W-4, line 5, on page 1. **DO NOT** use the rest of this worksheet . . . . 3 ______

Note: *If line 1 is **LESS THAN** line 2, enter -0- on Form W-4, line 5, on page 1. Complete lines 4–9 to calculate the additional withholding amount necessary to avoid a year end tax bill.*

4 Enter the number from line 2 of this worksheet . . . . 4 ______

5 Enter the number from line 1 of this worksheet . . . . 5 ______

6 **Subtract** line 5 from line 4 . . . . 6 ______

7 Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here . . . . . 7 $ ______

8 **Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed 8 $ ______

9 Divide line 8 by the number of pay periods remaining in 1995. (For example, divide by 26 if you are paid every other week and you complete this form in December 1994.) Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck . . . . 9 $ ______

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly				All Others	
If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above
0 - $3,000	0	39,001 - 50,000	9	0 - $4,000	0
3,001 - 6,000	1	50,001 - 55,000	10	4,001 - 10,000	1
6,001 - 11,000	2	55,001 - 60,000	11	10,001 - 14,000	2
11,001 - 16,000	3	60,001 - 70,000	12	14,001 - 19,000	3
16,001 - 21,000	4	70,001 - 80,000	13	19,001 - 23,000	4
21,001 - 27,000	5	80,001 - 90,000	14	23,001 - 45,000	5
27,001 - 31,000	6	90,001 and over	15	45,001 - 60,000	6
31,001 - 34,000	7			60,001 - 70,000	7
34,001 - 39,000	8			70,001 and over	8

Table 2: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from HIGHEST paying job are—	Enter on line 7 above	If wages from HIGHEST paying job are—	Enter on line 7 above
0 - $50,000	$380	0 - $30,000	$380
50,001 - 100,000	700	30,001 - 60,000	700
100,001 - 130,000	780	60,001 - 110,000	780
130,001 - 230,000	900	110,001 - 230,000	900
230,001 and over	990	230,001 and over	990

Privacy Act and Paperwork Reduction Act Notice.—We ask for the information on this form to carry out the Internal Revenue laws of the United States. The Internal Revenue Code requires this information under sections 3402(f)(2)(A) and 6109 and their regulations. Failure to provide a completed form will result in your being treated as a single person who claims no withholding allowances. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws.

The time needed to complete this form will vary depending on individual circumstances. The estimated average time is: **Recordkeeping 46 min., Learning about the law or the form 10 min., Preparing the form 69 min.** If you have comments concerning the accuracy of these time estimates or suggestions for making this form simpler, we would be happy to hear from you. You can write to the **Internal Revenue Service, Attention: Tax Forms Committee, PC:FP, Washington, DC 20224. DO NOT** send the tax form to this address. Instead, give it to your employer.

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EMPLOYMENT INTERVIEW

APPLICANT

DATE / /

☐ GENERAL INTERVIEW ☐ PROMOTION INTERVIEW

JOB TITLE DESIRED

INTERVIEWER

TITLE

DEPARTMENT SUPERVISOR

TITLE

☐ 1st Interview ☐ 2nd Interview ☐ 3rd Interview

After the Interview, check the appropriate box in each section. Add any comments if needed.

FACTORS	COMMENTS
JOB EXPERIENCE ☐ Applicant has excellent experience and background. ☐ Strong experience and background. ☐ Acceptable experience and background. ☐ Applicant's background somewhat pertinent to job requirements. ☐ Applicant's background not pertinent to job requirements.	
JOB KNOWLEDGE ☐ Extremely knowledgeable; able to handle job without training. ☐ Very efficient; little training needed. ☐ Basic, but able to learn on the job. ☐ Extensive training required. ☐ Not related to this position.	
GENERAL WORK FIELD INFORMATION ☐ Has excellent khowledge and understanding of the field. ☐ Knowledge and understanding of field is above average. ☐ Knowledge of field is at an average level. ☐ Has little knowledge and understanding of field. ☐ Knowledge and understanding of field is very poor.	
COMMUNICATION SKILLS (IF REQUIRED FOR JOB) (With or without reasonable accommodation) ☐ Exceptional communication skills; extremely expressive. ☐ Speaks concisely and to the point. ☐ Satisfactory communication skills. ☐ Makes an effort to communicate, but only does fair. ☐ Poor communication.	
CREATIVITY ☐ Excellent creativity; always proposing ideas. ☐ Searches for better methods and alternatives. ☐ Able to create on an average level. ☐ Has few new suggestions or ideas. ☐ Very low degree of creativity.	
INITIATIVE ☐ Sets very high goals; excellent dependability. ☐ Makes an effort to succeed; possesses confidence. ☐ Goals are set at an average level; sometimes takes initiative. ☐ Limited goals; not very responsible ☐ Relies on others too often; goals are minimal.	

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FACTORS	COMMENTS
MOTIVATION ☐ Excellent motivation; strong desire to work, keeps very informed. ☐ Very interested in job and makes inquiries. ☐ Desire to work. ☐ Little interest in position. ☐ Not interested in position; impassive.	
PERSONALITY TRAITS (His/her personality suitable for position) ☐ Excellent for this position. ☐ Very good for this position. ☐ Satisfactory for this position. ☐ Doubtful for this position. ☐ Unsatisfactory for this position.	
COMPOSURE ☐ Has exceptional ability to control, thrives under pressure. ☐ Sure of him/herself to handle problems well. ☐ Average composure ☐ Seems overexerted; bothered. ☐ Uneasy; shows lots of tension.	
APPEARANCE ☐ Neat and very well groomed. ☐ Above average personal appearance. ☐ Average personal appearance. ☐ Neglected personal appearance. ☐ Very untidy.	
OVERALL ☐ Excellent ☐ Above Average ☐ Average ☐ Below Satisfactory ☐ Unsatisfactory	

The applicant is:

☐ A highly recommended applicant. ☐ A possible candidate for other position ☐ A very unlikely candidate.

☐ A possible candidate ☐ Other

Type of position this applicant seems qualified for:

INTERVIEWER'S SIGNATURE ______________________ DATE ____________

* If the Employment Interview Form, after completion, contains information on the medical condition or history of an employee, it must be maintained in a separate medical file and treated as confidential in accordance with applicable law and regulations.

EMPLOYMENT ELIGIBILITY VERIFICATION (FORM I-9)

1 EMPLOYMENT INFORMATION AND VERIFICATION (TO BE COMPLETED AND SIGNED BY EMPLOYEE)

NAME (PRINT OR TYPE)	LAST	FIRST	MIDDLE	BIRTH NAME
ADDRESS	(STREET NAME AND NUMBER)	CITY	STATE	ZIP CODE
DATE OF BIRTH (MONTH/DAY/YEAR)			SOCIAL SECURITY NUMBER	

I ATTEST, UNDER PENALTY OF PERJURY, THAT I AM (CHECK A BOX):

☐ 1. A CITIZEN OR NATIONAL OF THE UNITED STATES.
☐ 2. AN ALIEN LAWFULLY ADMITTED FOR PERMANENT RESIDENCE (ALIEN NUMBER A ________________).
☐ 3. AN ALIEN AUTHORIZED BY THE IMMIGRATION AND NATURALIZATION SERVICE TO WORK IN THE UNITED STATES (ALIEN NUMBER A ________________ OR ADMISSION NUMBER ________________ , EXPIRATION OF EMPLOYMENT AUTHORIZATION, IF ANY ________________).

I ATTEST, UNDER PENALTY OF PERJURY, THE DOCUMENTS THAT I HAVE PRESENTED AS EVIDENCE OF IDENTITY AND EMPLOYMENT ELIGIBILITY ARE GENUINE AND RELATE TO ME. I AM AWARE THAT FEDERAL LAW PROVIDES FOR IMPRISONMENT AND/OR FINE FOR ANY FALSE STATEMENTS OR USE OF FALSE DOCUMENTS IN CONNECTION WITH THIS CERTIFICATE.

SIGNATURE	DATE (MONTH/DAY/YEAR)

PREPARER/TRANSLATOR CERTIFICATION (TO BE COMPLETED IF PREPARED BY PERSON OTHER THAN THE EMPLOYEE. I ATTEST, UNDER PENALTY OF PERJURY, THAT THE ABOVE WAS PREPARED BY ME AT THE REQUEST OF THE NAMED INDIVIDUAL AND IS BASED ON ALL INFORMATION OF WHICH I HAVE KNOWLEDGE.

SIGNATURE ________________ NAME (PRINT OR TYPE) ________________

ADDRESS ________________
(STREET NAME AND NUMBER) CITY STATE ZIP CODE

2 EMPLOYER REVIEW AND VERIFICATION (TO BE COMPLETED AND SIGNED BY EMPLOYER)

INSTRUCTIONS: EXAMINE ONE DOCUMENT FROM LIST A AND CHECK THE APPROPRIATE BOX OR EXAMINE ONE DOCUMENT FROM LIST B AND ONE FROM LIST C AND CHECK THE APPROPRIATE BOXES. PROVIDE THE DOCUMENT IDENTIFICATION NUMBER AND EXPIRATION DATE FOR THE DOCUMENT CHECKED.

LIST A	LIST B	LIST C
DOCUMENTS THAT ESTABLISH IDENTITY AND EMPLOYMENT ELIGIBILITY	DOCUMENTS THAT ESTABLISH IDENTITY	DOCUMENTS THAT ESTABLISH EMPLOYMENT ELIGIBILITY
☐ 1. UNITED STATES PASSPORT ☐ 2. CERTIFICATE OF UNITED STATES CITIZENSHIP ☐ 3. CERTIFICATE OF NATURALIZATION ☐ 4. UNEXPIRED FOREIGN PASSPORT WITH ATTACHED EMPLOYMENT AUTHORIZATION ☐ 5. ALIEN REGISTRATION CARD WITH PHOTOGRAPH	☐ 1. A STATE-ISSUED DRIVER'S LICENSE OR A STATE-ISSUED I.D. CARD WITH A PHOTOGRAPH, OR INFORMATION, INCLUDING NAME, SEX, DATE OF BIRTH, HEIGHT, WEIGHT, AND COLOR OF EYES. SPECIFY STATE ________ ☐ 2. U.S. MILITARY CARD ☐ 3. OTHER (SPECIFY DOCUMENT AND ISSUING AUTHORITY) ________	☐ 1. ORIGINAL SOCIAL SECURITY CARD (OTHER THAN A CARD STATING IT IS NOT VALID FOR EMPLOYMENT) ☐ 2. A BIRTH CERTIFICATE ISSUED BY STATE, COUNTY, OR MUNICIPAL AUTHORITY BEARING A SEAL OR OTHER CERTIFICATION ☐ 3. UNEXPIRED INS EMPLOYMENT AUTHORIZATION SPECIFY FORM # ________
DOCUMENT IDENTIFICATION # ________ EXPIRATION DATE (IF ANY) ________	DOCUMENT IDENTIFICATION # ________ EXPIRATION DATE (IF ANY) ________	DOCUMENT IDENTIFICATION # ________ EXPIRATION DATE (IF ANY) ________

CERTIFICATION: I ATTEST, UNDER PENALTY OF PERJURY, THAT I HAVE EXAMINED THE DOCUMENTS PRESENTED BY THE ABOVE INDIVIDUAL, THAT THEY APPEAR TO BE GENUINE AND TO RELATE TO THE INDIVIDUAL NAMED, AND THAT THE INDIVIDUAL, TO THE BEST OF MY KNOWLEDGE, IS ELIGIBLE TO WORK IN THE UNITED STATES.

SIGNATURE ________________ NAME (PRINT OR TYPE) ________________ TITLE ________________

EMPLOYER NAME ________________ ADDRESS ________________ DATE ________

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EMPLOYMENT ELIGIBILITY VERIFICATION

NOTICE: AUTHORITY FOR COLLECTING THE INFORMATION ON THIS FORM IS IN TITLE 8, UNITED STATES CODE, SECTION 1324A, WHICH REQUIRES EMPLOYERS TO VERIFY EMPLOYMENT ELIGIBILITY OF INDIVIDUALS ON A FORM APPROVED BY THE ATTORNEY GENERAL. THIS FORM IS TO BE USED TO VERIFY THE INDIVIDUAL'S ELIGIBILITY FOR EMPLOYMENT IN THE UNITED STATES. FAILURE TO PRESENT THIS FORM FOR INSPECTION TO OFFICERS OF THE IMMIGRATION AND NATURALIZATION SERVICE OR DEPARTMENT OF LABOR WITHIN THE TIME PERIOD SPECIFIED BY REGULATION, OR IMPROPER COMPLETION OR RETENTION OF THIS FORM, MAY BE A VIOLATION OF THE ABOVE LAW AND MAY RESULT IN A CIVIL MONEY PENALTY.

SECTION 1. INSTRUCTIONS TO EMPLOYEE/PREPARER FOR COMPLETING THIS FORM

INSTRUCTIONS FOR THE EMPLOYEE:

ALL EMPLOYEES, UPON BEING HIRED, MUST COMPLETE SECTION I OF THIS FORM. ANY PERSON HIRED AFTER NOVEMBER 6, 1986 MUST COMPLETE THIS FORM. (FOR THE PURPOSE OF COMPLETION OF THIS FORM, THE TERM "HIRED" APPLIES TO THOSE EMPLOYED, RECRUITED, OR REFERRED FOR A FEE.)

ALL EMPLOYEES MUST PRINT OR TYPE THEIR COMPLETE NAME, ADDRESS, DATE OF BIRTH, AND SOCIAL SECURITY NUMBER. THE BLOCK WHICH CORRECTLY INDICATES THE EMPLOYEE'S IMMIGRATION STATUS MUST BE CHECKED. IF THE SECOND BLOCK IS CHECKED, THE EMPLOYEE'S ALIEN REGISTRATION NUMBER MUST BE PROVIDED. IF THE THIRD BLOCK IS CHECKED, THE EMPLOYEE'S ALIEN REGISTRATION NUMBER OR ADMISSION NUMBER MUST BE PROVIDED, AS WELL AS THE DATE OF EXPIRATION OF THAT STATUS, IF IT EXPIRES.

ALL EMPLOYEES WHOSE PRESENT NAMES DIFFER FROM BIRTH NAMES, BECAUSE OF MARRIAGE OR OTHER REASONS, MUST PRINT OR TYPE THEIR BIRTH NAMES IN THE APPROPRIATE SPACE OF SECTION 1. ALSO, EMPLOYEES WHOSE NAMES CHANGE AFTER EMPLOYMENT VERIFICATION SHOULD REPORT THESE CHANGES TO THEIR EMPLOYER.

ALL EMPLOYEES MUST SIGN AND DATE THE FORM.

INSTRUCTIONS FOR THE PREPARER OF THE FORM, IF NOT THE EMPLOYEE:

IF A PERSON ASSISTS THE EMPLOYEE WITH COMPLETING THIS FORM, THE PREPARER MUST CERTIFY THE FORM BY SIGNING IT AND PRINTING OR TYPING HIS OR HER COMPLETE NAME AND ADDRESS.

SECTION 2. INSTRUCTIONS TO EMPLOYER FOR COMPLETING THIS FORM

(FOR THE PURPOSE OF COMPLETION OF THIS FORM, THE TERM "EMPLOYER" APPLIES TO EMPLOYERS AND THOSE WHO RECRUIT OR REFER FOR A FEE.)

EMPLOYERS MUST COMPLETE THIS SECTION BY EXAMINING EVIDENCE OF IDENTITY AND EMPLOYMENT ELIGIBILITY, AND:

- CHECKING THE APPROPRIATE BOX IN LIST A OR BOXES IN BOTH LISTS B AND C;
- RECORDING THE DOCUMENT IDENTIFICATION NUMBER AND EXPIRATION DATE (IF ANY);
- RECORDING THE TYPE OF FORM IF NOT SPECIFICALLY IDENTIFIED IN THE LIST;
- SIGNING THE CERTIFICATION SECTION.

NOTE: EMPLOYERS ARE RESPONSIBLE FOR REVERIFYING EMPLOYMENT ELIGIBILITY OF EMPLOYEES WHOSE EMPLOYMENT ELIGIBILITY DOCUMENTS CARRY AN EXPIRATION DATE.

COPIES OF DOCUMENTATION PRESENTED BY AN INDIVIDUAL FOR THE PURPOSE OF ESTABLISHING IDENTITY AND EMPLOYMENT ELIGIBILITY MAY BE COPIED AND RETAINED FOR THE PURPOSE OF COMPLYING WITH THE REQUIREMENTS OF THIS FORM AND NO OTHER PURPOSE. ANY COPIES OF DOCUMENTATION MADE FOR THIS PURPOSE SHOULD BE MAINTAINED WITH THIS FORM.

NAME CHANGES OF EMPLOYEES WHICH OCCUR AFTER PREPARATION OF THIS FORM SHOULD BE RECORDED ON THE FORM BY LINING THROUGH THE OLD NAME,PRINTING THE NEW NAME AND THE REASON (SUCH AS MARRIAGE), AND DATING AND INITIALING THE CHANGES. EMPLOYERS SHOULD NOT ATTEMPT TO DELETE OR ERASE THE OLD NAME IN ANY FASHION.

RETENTION OF RECORDS.

THE COMPLETED FORM MUST BE RETAINED BY THE EMPLOYER FOR:

- THREE YEARS AFTER THE DATE OF HIRING; OR
- ONE YEAR AFTER THE DATE THE EMPLOYMENT IS TERMINATED, WHICHEVER IS LATER.

EMPLOYERS MAY PHOTOCOPY OR REPRINT THIS FORM AS NECESSARY.

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APPLICATION FOR EMPLOYMENT

PRE-EMPLOYMENT QUESTIONNAIRE
EQUAL OPPORTUNITY EMPLOYER

DATE ______

PERSONAL INFORMATION

NAME (LAST NAME FIRST)		SOCIAL SECURITY NO. — —	
PRESENT ADDRESS	CITY	STATE	ZIP CODE
PERMANENT ADDRESS	CITY	STATE	ZIP CODE
PHONE NO. ( )	REFERRED BY		

EMPLOYMENT DESIRED

POSITION	DATE YOU CAN START	SALARY DESIRED
ARE YOU EMPLOYED? ☐ Yes ☐ No	IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? ☐ Yes ☐ No	
EVER APPLIED TO THIS COMPANY BEFORE? ☐ Yes ☐ No	WHERE?	WHEN?

NAME AND LOCATION OF SCHOOL		YEARS ATTENDED	DID YOU GRADUATE	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

GENERAL

SUBJECTS OF SPECIAL STUDY/RESEARCH WORK OR SPECIAL TRAINING/SKILLS	
U.S. MILITARY OR NAVAL SERVICE	RANK

FORMER EMPLOYERS

(LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

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REFERENCES

GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS KNOWN
1			
2			
3			

AUTHORIZATION

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES AND EMPLOYERS LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE THE COMPANY FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM UTILIZATION OF SUCH INFORMATION.

I ALSO UNDERSTAND AND AGREE THAT NO REPRESENTATIVE OF THE COMPANY HAS ANY AUTHORITY TO ENTER INTO ANY AGREEMENT FOR EMPLOYMENT FOR ANY SPECIFIED PERIOD OF TIME, OR TO MAKE ANY AGREEMENT CONTRARY TO THE FOREGOING, UNLESS IT IS IN WRITING AND SIGNED BY AN AUTHORIZED COMPANY REPRESENTATIVE."

DATE ____________________ SIGNATURE ____

INTERVIEWED BY ____ DATE ____________________

DO NOT WRITE BELOW THIS LINE

REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED	FOR DEPT	POSITION	WILL REPORT	SALARY WAGES

APPROVED 1. ____________________ 2. ____________________ 3. ____________________

EMPLOYMENT MANAGER — DEPT HEAD — GENERAL MANAGER

THIS APPLICATION FOR EMPLOYMENT IS SOLD ONLY FOR GENERAL USE THROUGHOUT THE UNITED STATES. ADAMS ASSUMES NO RESPONSIBILITY AND HEREBY DISCLAIMS ANY LIABILITY FOR THE INCLUSION IN THIS FORM OF ANY QUESTIONS OR REQUESTS FOR INFORMATION UPON WHICH A VIOLATION OF LOCAL, STATE AND/OR FEDERAL LAW MAY BE BASED. IT IS THE USER'S RESPONSIBILITY TO ENSURE THAT THIS FORM'S USE COMPLIES WITH APPLICABLE LAWS, WHICH CHANGE FROM TIME TO TIME.

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EFFEC ANUARY 1,

CHILD LABOR LAWS

The State of Florida and the Federal Fair Labor Standards Act

This chart summarizes the child labor laws of the State of Florida and the *Federal Fair Labor Standards Act (FLSA)*.
The stricter provisions are denoted by an asterisk*.

	MINORS 16 & 17	MINORS 14 & 15 – Under 14 years old MAY NOT WORK
SCHOOL ATTENDANCE	*Florida: May NOT work during school hours unless a high school graduate, holds a GED, or is enrolled in a school work experience program.	Florida: COMPULSORY. Must attend full-time unless a high school graduate or holds an exemption from school attendance. May not work during school hours. * *FLSA: May not work during school hours.*
PERMITS TO WORK	Florida & *FLSA*: Not required. Prior to hiring, employer must obtain and keep a copy of proof of age for any employee under 18 years old.	
HOURS OF WORK	*Florida: May work up to 30 hours a week when school is in session. No more than 8 hours a day. Does not apply during holidays and summer vacation. *FLSA: No limitations.*	*Florida: May work 3 hours a day when school is scheduled the following day. May work 15 hours a week when school is in session. May work 8 hours on a day not preceding a school day. *FLSA: When school is in session, daily maximum is 3 hours on school days, 8 hours non-school days; weekly maximum is 18 hours.* Florida & *FLSA*: During holidays and summer vacation daily maximum is 8 hours and weekly maximum is 40 hours.
SPREAD OF HOURS	*Florida: May work between 6:30 a.m. and 11 p.m. when school is scheduled the next day. Does not apply during summer vacations and holidays. *FLSA: No limitations.*	Florida: May work between 7 a.m. and 7 p.m. when school is scheduled the following day. During holidays and summer vacation may work until 9 p.m. **FLSA: Work must be performed between 7 a.m. and 7 p.m. From June 1 to Labor Day may work to 9 p.m.*
DAYS PER WEEK	*Florida: No more than 6 consecutive days per work week. *FLSA: No limitations.*	
BREAKS	*Florida: Minors must be given a 30 minute meal break if they work more than 4 consecutive hours. *FLSA: No limitations.*	
AGRICULTURE	*Florida: Minors participating in farmwork, not on their parents' farm, must comply with the same restrictions as in other work. *FLSA: No limitations.*	*FLSA: No employment permitted during school hours. May work after school in occupations not declared hazardous in agriculture. See Child Labor Bulletin 102. (12 & 13 year olds may be employed on a farm where minor's parent is also employed. Not during school hours.)*
RESTRICTED OCCUPATIONS	*Florida: Cannot work in place where alcoholic beverages are sold, sell or serve alcoholic beverages. Exceptions made only by Florida Division of Alcoholic Beverages and Tobacco. Florida: No minor under the age of 18 may work in these occupations declared to be hazardous: • In or around explosives • Logging or sawmilling •*In building construction •*In or around toxic substances, corrosives or pesticides •*Firefighting • Slaughtering, meat packing processing or rendering •*Electrical work •*Operating or assisting to operate tractors over 20 PTO horsepower, forklifts, earthmoving equipment, any harvesting, planting, or plowing machinery or any moving machinery •*On any scaffolding, roofs or ladders above 6 feet • Wrecking, demolition or excavation • Mining occupations • Operation of power-driven bakery, metal-forming, woodworking, paper products or hoisting machines *FLSA: No minors under 18 may be employed in: *Motor vehicle occupations, roofing occupations, *using meat slicers, bakery machines, paper products machines, around explosives, mining, logging, sawmilling, power woodworking and metal forming machines, hoisting apparatus, slaughtering, or meat packing occupations. FURTHER LIMITATIONS APPLY, contact the U.S. Dept. of Labor Wage & Hour Division for more information.*	Florida: 14 and 15 year olds may not work in these occupations or use this equipment: • Power-driven machinery • Oiling or cleaning machines • Work in freezers or meat coolers • Using meat or vegetable slicers • Power-driven laundry or dry cleaning machinery •*Door-to-door sales of products as employment • Spray painting • Operating a motor vehicle • Any manufacturing •*Alligator wrestling
EXCEPTIONS (contact authorities for more information)	Florida: Minors who work for their parents in occupations not declared hazardous are exempt from restrictions on hours. Pages in the Florida legislature. Newspaper delivery (10 years old). *Minors any age may perform in entertainment productions registered with the Child Labor Section, Florida Department of Labor and Employment Security (motion pictures, TV and radio, modeling, photography, recordings, rodeos or circuses). Minors who are enrolled in cooperative education programs, hold exemptions from school attendance or waivers of hours restrictions from a school superintendent or the Child Labor Section, Florida Department of Labor and Employment Security. *FLSA: Minors employed by their parents in occupations not declared hazardous. Minors employed as actors or performers in legitimate entertainment productions. Minors enrolled in cooperative education programs. Delivery of newspapers.*	
PENALTIES	Florida: Employment of minors in violation of Florida Child Labor Laws may be fined up to $2,500 per offense and/or be guilty of a second degree misdemeanor. *FLSA: Maximum fines up to $10,000.*	
WORKERS' COMPENSATION	*Florida: If an injured minor is employed in violation of any provisions of the child labor laws of Florida, an employer may be subject to up to double the compensation otherwise payable under Florida Workers' Compensation law.	
POSTING REQUIREMENTS	*Florida: All employers of minors must post in a conspicuous place on the property or place of employment, where it may be easily read, this poster notifying minors of the Child Labor Laws.	

For information on state laws contact:
Florida Department of Labor and Employment Security, Child Labor Section
P.O. Box 1698, Tallahassee, FL 32302-1698, Telephone 904-488-3131

For information on Federal laws contact:
U.S. Department of Labor, Wage & Hour Division
listed in the telephone directory under U.S. Government

Florida Department of Labor and Employment Security
"Joining Hands for a Working Florida"

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Projects

USING PROJECTS IN THE CORE CURRICULUM

What is a project?

A project is an assignment that requires individuals or small groups of students to carry out multiple creative and problem solving activities, seek information, and make decisions while developing some useful, finished product or result. Ideally projects:

Closely resemble experiences from the real world
Are completed at school, in the community, or both
Span several class periods, weeks, or a semester
Reinforce SCANS foundations and competencies
Can frequently replace regular instruction
Fully engage the learner: interest, application, relevance

Most of the applications and job-prep knowledge, skills and attitudes that we promote in Business Technology Education learning environments can be reinforced through the completion of real and relevant projects.

Projects are, when selected by the learner, naturally motivating because they are centered around the student. Many teachers allow students to generate project ideas that might solve a personal or professional problem, complete some activity that is "real." Projects are typically intended for a real audience where the teacher simply facilitates by helping students find resources, address problems, monitor progress.

Why are projects important in today's BTE learning environments

Projects reflect the very nature of work. Whether completed individually (i.e. filing income tax, advertising a service through a flyer or brochure) or with a project work team, (i.e. coordinating and hosting a class event, publishing a directory for personal or school purposes, hosting a training session on computer applications) projects can be used to reinforce the BTE Core curriculum.

How to use projects in the BTE curriculum.

(See attached project examples for specific directions)

PROJECT IDEAS FOR THE BTE CURRICULUM

1. Publish a modified "Consumer Report" for product or service
2. Host a department, school, or community event or exhibit (Computer Fair, Employment Expo, School Spotlight)
3. Publish a newsletter or any other print form of communication
4. Design and publish a technical or procedures manual
5. Design ideal Layout for computer lab, medical lab, or other
6. Develop and publish an appealing plan for "Healthy Lifestyles" for students
7. Campaign for Funding, a Cause, Human Rights
8. Community Service: Host semester seminars for senior citizens on computer classes, fitness, health, etc. (Or to local elementary students)
9. Set up a spreadsheet to use as a budgeting tool, or for any school or personal organization.
10. Curriculum Project: Students develop outline, handouts, and overheads for other teachers and courses.
11. Design and deliver training sessions on . . .
12. Publish a booklet on Minor's Rights or any other topic of interest to the learner.
13. Create a Career resource library for your department or school
14. Create a "Know Your Professor " Yearbook
15. Survey parents, friends, employers, politicians, teachers and present findings
16. Propose new courses needed in the 21st century
17. Publish a "Campus yellow pages"
18. Conduct follow-up of recent graduates or of employers
19. Design menus for a local restaurant.
20. Produce a video yearbook

Project-Based Curriculum
Brainstorming Sheet

1.Title: ______________________________

Description of major steps, components, activities.

2. What real-world skills/ competencies are reinforced?	
3. Which core competencies are reinforced?	

4. Assessment:

Developed By: ______________________ Date: ______________

SCHOOL BASED ENTERPRISES

An enterprise is an actual business operating on school grounds that may serve school and community customers. It is developed, managed, and maintained by students.

1. Reprographic Services
2. Computer Services
3. Document Processing Services
4. Marketing Services
5. Income Tax Services
6. Resume Service
7. Bookstore
8. Tutoring Service
9. Computer Training Center
10. Financial information Center
11. Used CD/Video/Tape Swap Shop
12. Market Research Services
13. Career Resource Center

Project Title: "When I grow up I want to be ...."

Time line: 5 hours

Description: This activity focuses on students' career interests and opportunities.

1. Students conduct an Internet search of various careers and opportunities of interest to them. (If the Internet is not available at your school, schedule library time for the students to complete their research.) Following are three suggested web sites, however, there are hundreds of sites available for students:

Career Site	http://www.careersite.com
America's Job Bank	http://www.ajb.dni.us/index.html
Internet Job Locator	http://www.careerpath.com

2. After sampling information on various careers, have each student select 1 career/occupation that is the most interesting to him/her.

3. Based upon the above research, each student will prepare a visual which will include the following information:

✔Career/Occupation Title
✔Average Annual Income
✔Career/Occupation Requirements (ie., 4-year degree 2-year degree, Vocational training, high school diploma, etc.)
✔Specific skills needed to be successful in this career/occupation
✔Career/Occupation Opportunities (projected job growth or decline, regions of the country anticipating the most growth/decline, etc.)
✔The names of at least 3 companies that the student would like to work for in this career choice, and why they chose these particular companies.

Remember, a visual could be a poster, an overhead transparency, a handout, a 3-dimensional object, etc. Encourage students to use their imagination and be creative!

4. Each student will be given 5 minutes to present their visual to the class. The presentation should include *why* they chose the career/occupation, *where* they located

their information, and *if/when* they plan to pursue the career.

5. Each student will be given the opportunity to evaluate their classmates' visuals by using 1 of the peer evaluation forms from this toolbox, or better yet, a peer evaluation of their own creation.

6. Display the visuals in the classroom for other students to view and react to.

Variation: In addition to the above, have students key a 1 page report which includes all of the information that they will present to the class. This report will be given to the teacher immediately prior to the presentation.

Teacher Tips: Schedule blocks of time for the entire class to use the library. This will allow you to monitor all student progress to insure that everyone is on task. If more than one student chooses a specific career, encourage them to use different sources of information. It will be interesting to compare the information obtained.

	Core Performance Standards	
100	Application of Information Systems	✓
101	Oral and written Professional Communication Skills	✓
102	Technology for Effective Communication	✓
103	Use of Information to Solve Problems	✓
104	Workplace Trends and Issues related to career decisions	✓
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	✓
107	Ethics, Customer Service, Leadership, and Supervision	✓
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	✓
110	Career Planning and Goal Setting	✓

Project Title: Play Ball! Posters

Time line: 5 hours (additional time required for students outside of class)

Description: The students will demonstrate effective oral and written communication, time management, efficient use of resources, creativity, and team work.

1. Place students in teams of two or three.
2. Allow each team to select a sport currently active at school. Note: The sport MUST be presently active!
3. Each team is responsible for obtaining:
    a. Team roster
    b. Team photo
    c. Coach's photo
    d. Schedule
4. Once all of the necessary items are gathered each team designs the poster on an 8 ½ x 11 page.. The only set criteria is that each poster must contain a title, team picture, and roster.
5. Each team scans the team photo (and coach's photo if applicable) onto the page.
6. Each team prints a copy of their poster page. (black and white).
7. Each team enlarges the page to poster size using the Enlarging Machine.
8. Each team laminates their poster.

Variation: This project can be used for school clubs and organizations, class officers, teaching staff/departments, administrators, etc.

Teacher Tips: Step 3 requires the most time and should be done outside of class. The students are responsible for contacting the coaches and/or year book staff or school newspaper. Allow the students 2 weeks to gather the necessary information. Allow the students to experiment with several software programs to maximize creativity. The teacher should only minimally explain the software. The purpose is for the students to explore! Students should arrange to hang the posters in a central location of the school. The cafeteria works well, but other locations may be just as appropriate. Make sure each poster has the course name, the teacher's name, and the name of each team member. (This project is an excellent marketing tool for your course or program!) It is an excellent project for semester-long practical arts courses because fall sports can be done first semester and winter/spring sports can be done second semester with a new group of students.

	Core Performance Standards	
100	Application of Information Systems	✓
101	Oral and written Professional Communication Skills	✓
102	Technology for Effective Communication	✓
103	Use of Information to Solve Problems	✓
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	✓
107	Ethics, Customer Service, Leadership, and Supervision	✓
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Project Title: Set up Computer Hardware

Time line: 1 ½ hours

Description: Given all the components (monitor, CPU, cables, peripherals, etc.), the student will demonstrate hardware assembly that the computer will boot and all peripheral equipment will work.

1. Students will develop a check list to monitor set up as it is in progress.
2. Students will determine that all the necessary components are assembled.
3. Students will select the necessary tools from the PC tool kit.
4. Students will identify each piece of hardware as it is attached to the system.
5. Students will then connect the computer to the power source.
6. Students will boot the computer.
7. Students will make any necessary corrections to the set up if the system does not boot correctly, or if any peripheral is unusable.

Variation: This project can be completed in pairs or small teams. Students can evaluate each others' performance using a Peer Evaluation form or through verbal feedback.

Variation: Intermediate (6 hours) - Write a user manual on how to set up all of the computer hardware components, using graphics to illustrate. The graphics may be scanned in.

Teacher Tips: One Computer should be designated for this activity. Each student (or team of students) should be assigned classroom time over a two or three week period to complete this activity. After everyone has completed the activity, students or teams should have the opportunity to report/discuss in class the problems they encountered and how they solved those problems.

	Core Performance Standards	
100	Application of Information Systems	
101	Oral and written Professional Communication Skills	✓
102	Technology for Effective Communication	
103	Use of Information to Solve Problems	✓
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	✓
107	Ethics, Customer Service, Leadership, and Supervision	✓
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Project Title: Software Infomercial Presentation

Time line: 20 hours

Description: Teams of two or three present a 10-15 minute Infomercial on a software package not covered in the regular course. (You will need a single license for each application.) Some fun, easy-to-learn, inexpensive software examples are:

Print Shop Deluxe
Print Shop Companion
Bookshelf
Windows '95
Encarta
Automap
Quicken
OCR Software

1. Facilitate a full class discussion on the aspects of a captivating, exciting presentation. Generate a class list of ideas that would be part of an outstanding presentation.

2. Teams design and create a final assessment tool. Teams choose the categories, weighting, point scale and conversion to grading scale.

3. Teams plan the Infomercial. Students explore the software and determine its purpose, user benefits, price, system requirements, etc. Students can contact the Publisher for sales and product information and promotional items. Students prepare the visuals, and plan a demonstration. (Note, they are not teaching the class "how to" operate the software, but demonstrating its ease of use, purpose, etc.)

4. Teams present their infomercials. Each team distributes the final assessment tool they created to the rest of the class. The class completes the assessment after the presentation.

5. Presenting teams collect and average the class assessments. This can be weighted and averaged with the teacher assessment.

Variation: Minor modifications of this project can turn the Infomercials into "how to" demonstrations. The demonstrations can be videotaped and used as training materials for class.

Teacher Tips: Steps 1 and 2 are vitally important to the success of this project. Make sure you spend all the time necessary to guarantee quality presentations.

Core Performance Standards		
100	Application of Information Systems	X
101	Oral and written Professional Communication Skills	X
102	Technology for Effective Communication	X
103	Use of Information to Solve Problems	X
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	X
107	Ethics, Customer Service, Leadership, and Supervision	X
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Project Title: Interviews

Time line: 4-5 hours

Description: The student will interview a person in a specific job field to determine the level of computer-related skills necessary to perform the job, and the impact of advancing technology on that industry.

1. Distribute list of required information for the interview: job title, length of time in position, length of time in the industry, employer name, employer phone number, etc.
2. In groups of three, students will develop a list of interview questions. Each team shares their list with the class until a comprehensive list of questions is developed for the entire class.
3. *Each* student completes the interview.
4. Each student prepares a summary report, in an acceptable format of their choice, of information obtained during the interview.
5. Each student gives a 5 minute presentation to the class about the experience and what he/she learned.

Variation: Interviews can be completed on a variety of topics including the traits/skills that an employer is seeking in a new employee, the traits of a successful leader, etc.

Variation: Each student can interview a person who is presently working in the occupation/career that the student aspires to work. Then the student can compare his/her present skills with the skills needed for the desired occupation, and write a plan of action on how he/she plans to acquire the necessary skills.

Teacher Tips: Do not arrange any interviews for the students. Let the students make all of the contact with the person to be interviewed. However, encourage the initial communication to be in writing. After the class has completed all of the interviews, have each student write a thank you letter to the person interviewed.

	Core Performance Standards	
100	Application of Information Systems	X
101	Oral and written Professional Communication Skills ·	X
102	Technology for Effective Communication	X
103	Use of Information to Solve Problems	
104	Workplace Trends and Issues related to career decisions	X
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	X
107	Ethics, Customer Service, Leadership, and Supervision	X
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Project Title: Bank Reconciliation

Time line: 3 hours

Description: Design a spreadsheet template that will reconcile a checkbook and bank statement of a school club/organization.

1. Students will create a spreadsheet template.
2. Students will acquire bank statement and related information from school club/organization through appropriate written communication format.
3. Students will input the club's/organization's bank statement and related information into the spreadsheet.
4. Students will test spreadsheet.
5. Students will generate the bank reconciliation and provide a copy to the club/organization.

Variation: Students can design a spreadsheet template that will reconcile a personal checking account. This spreadsheet can be used in conjunction with a personal finance/budget unit.

Teacher Tips: Allow the students to make all of the contact with the school club/organization. The students should use all of their resources when creating the template such as their peers, a text book or manual, and the Help screen to answer their questions. The teacher should offer little information.

	Core Performance Standards	
100	Application of Information Systems	X
101	Oral and written Professional Communication Skills	X
102	Technology for Effective Communication	X
103	Use of Information to Solve Problems	X
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	X
107	Ethics, Customer Service, Leadership, and Supervision	X
108	Financial and Mathematical Applications	X
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

BUSINESS EDUCATOR SHARING...INTERNATIONAL BUSINESS PORTFOLIO

An International Business Portfolio: Competencies and Activities for Preparing Students for the Global Economy

Most of us have heard something like this: "I don't know how to teach international business, plus most students do not need to learn international business."

However, a real need exists for expanding assignments, units of study, and courses to include international business content. While it is true that only some students will work directly in international business, all students will work for an organization that imports, exports, or competes against companies that import or export.

International business examples, topics, and concepts can easily be integrated into existing courses and units of study. The following instructional activities can be a starting point for preparing students to be workers, consumers, and citizens in the global economy.

COMPETENCY 1: Analyze International Business Data

PORTFOLIO ITEM: Graph or other visual presentations comparing imports and exports of two countries.

ACTIVITY: Using library resources or the Internet, have students research the major imports and exports for the United States and another country, or two countries different from the U.S. Have students prepare a bar graph or poster of pictures that shows the imports and exports for the two countries. Students should also prepare a one- or two-paragraph summary of their findings including discussion of the implications of international trade for consumers, workers, and the economy of a nation.

COMPETENCY 2: Identify International Business Career Opportunities and Prepare Resume

PORTFOLIO ITEM: Letter of application and current resume of experience and skills.

ACTIVITY: Have students list skills and experiences they believe would be necessary to live and work in a global economy. Using a classified ad from the newspaper, The Wall Street Journal, or other business source, have students develop a letter that could be used to apply for this position in the future. In addition, have students prepare a resume, with their current educational background, skills, and work experience.

COMPETENCY 3: Creative Oral Communication

PORTFOLIO ITEM: Video presentation

ACTIVITY: Have students create a video (with a story, music, and visual effects) demonstrating one of the following topics: (a) problems of doing business in a foreign culture; (b) export procedures; (c) negotiating a foreign business transaction; (d) hiring an international manager; (e) obtaining a loan for foreign business activities; (f) planning and advertising in another country; (g) adapting a product for global marketing -1.GIF"

COMPETENCY 4: Research International Business Information on the Internet

PORTFOLIO ITEM: Summary and analysis of World Wide Web (WWW) sites.

ACTIVITY: Using a search engine such as Altavista or Yahoo, have students research information about one of the following: business activities in another country, a company involved in international business, or plan a foreign travel itinerary. Have students write a summary as well as an assessment of the Web sites visited

COMPETENCY 5: Research Foreign Business Culture

PORTFOLIO ITEM: Summary of economic, social, and political factors affecting business activities.

ACTIVITY: Have students interview a person familiar with another country or culture to obtain information about climate, topography, customs, foods, clothing, shopping, transportation systems, business practices, leisure activities, television viewing, holidays, and other aspects of the culture. Students could tape the interviews for presentation in class. Have students write a summary of how this information might be useful to a company involved in international business.

COMPETENCY 6: Creative Written Communication

PORTFOLIO ITEM: Newsletter of current international news.

ACTIVITY: Have students research, write, edit, and publish an "International Newsletter" using desktop publishing software. Information from current newspapers, magazines, interviews, and Web searches could include business activities in other countries, political news affecting global business, the business culture in other countries, and career planning suggestions for international employment. The newsletter could be distributed to other students, parents, and through the public library.

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COMPETENCY 7: Monitor Foreign Currency Values

PORTFOLIO ITEM: Graph comparing value of the U.S. dollar and another currency.

ACTIVITY: Using the "Foreign Exchange" information in the business section of the daily newspaper, The Wall Street Journal, or from a Web site such as Business_and_Economy/Markets_and_Investments/Currencies/Business_and_Economy/Markets_and_Investments/Currencies/, have students monitor the value of another country's currency in relation to the U.S. dollar. Have students suggest reasons for changes in the value of the currencies.

COMPETENCY 8: Research and Organize International Business Activities

PORTFOLIO ITEM: International business plan.

ACTIVITY: Have students select a product or service to meet the needs of people in a different country. Research information can be obtained from library sources, interviews, and Web searched. The components of the business plan could include: (a) selecting a global company structure; (b) choosing and assessing a foreign market; (c) identifying human resources needs; (d) creating a global management information system; (e) planning a global management information system; (e) planning a global marketing strategy; (f) financing sources for global business operations; (g) implementing international business plan

COMPETENCY 9: Identify International Business Examples

PORTFOLIO ITEM: Visual journal ("scrapbook").

ACTIVITY: Have students collect news articles, advertisements, packages, travel brochures, Internet data, and other information that provide examples of international business terms. Prepare a list of key items (such as importing, exporting, foreign trade, foreign exchange, joint ventures, trade barriers, balance of trade, tariff), and have students find examples of these international business concepts.
COMPETENCY 10: Monitor Foreign Stock Market

COMPETENCY 10: Monitor Foreign Stock Market

PORTFOLIO ITEM: Graph of stock prices of a non-U.S. company.

ACTIVITY: Have students select a non-U.S. company that is listed on a stock exchange in another country. Have students record the stock price for several weeks, and create a graph in both U.S. dollars and the currency of the other country. Have students prepare a summary of factors that may have affected changes in the value of the stock. (Note various foreign stock exchanges may be accessed on the World Wide Web, such as the Madrid Stock Exchange at _ or the Ghanaian Stock Exchange at

Les Dlabay teaches "Cultural Perspectives of International Business" and "Global Marketing" at Lake Forest College, Lake Forest, IL. He is also author of Business in a Global Economy, an introductory international business textbook, published by ITP/South-Western Publishing. For additional materials, activity sheets, and a list of Web sites for teaching international business, contact: Les Dlabay, Dept. of Economics and Business, Lake Forest College, Lake Forest, IL 60045; phone: 847-735-5245; 847-735-6291; e-mail: HREF="mailto:dlabay@lfc.edu">dlabay@lfc.edu

ALL STAR OFFICE SERVICES, INC.
601 KING STREET
OVIEDO, FLORIDA

October 15, 1997

Ladies and Gentlemen:

Thank you for this opportunity to introduce our services. We are capable of producing award-winning documents, letters, and memos. All of your word processing needs can be met with a simple call to our office.

If you have a deadline to meet and cannot find the time to produce the quality of work your job requires, call us. We have set a standard for excellence that will not only meet your needs—it will surpass.

Why not take advantage of our firm's expertise for your next assignment. We will make every effort to produce a document within the parameters you set. You will not be disappointed.

We are looking forward to hearing from you soon.

Sincerely,

ALL STAR OFFICE SERVICES, INC.

Mrs. Aboul-Hosen
President

THE BUSINESS PLAN

OVERVIEW: This assignment will require each student to search for a customer, establish rapport so as to understand the customer's needs, and complete a satisfactory product. Final evaluation on the project will be a product (memo, letter, or report) completed for the customer and a letter of commendation from that customer.

ASSIGNMENT:

1. You are to create a company name and place that name at the top of a letter asking that your company be considered as a word processing firm (see attached example). Your boss (the teacher) is to see your letter before sending it to the potential customer. Remember, your competition is right here in this room. If your letter does not look good or has typographical errors, a customer will not want to choose your company to type their documents. Proofread carefully. Check your grammar. Save that letter under the name **Intro**. Make 3 copies.
2. Upon an acceptable reply, you are to type the customer's documents in proper format without any typographical errors. Make sure that you take into consideration the needs of your customer (i.e., deadlines for the final document). Then you are to allow your boss (the teacher) to see the documents before you send it to your customer. This allows you to receive credit for the work that has been completed. Save that document under the name **Rough** and print one copy.
3. Return that assignment to the customer with a letter stating that you hope the customer is satisfied with this rough copy. In that same letter, you are to ask the customer to make any corrections and/or additions necessary. Please be sure to state when you expect the customer to return all work for completion of the final copy in order to meet the customer's deadline. Save it under the name **FollowUp**. Make one copy.
4. Upon the return of the corrected copy, you are to type it in final version without any errors. Make two copies of this final version. One copy is for the customer. The other copy is for your boss. Save this copy under the name **Final**.
5. The final version should have a letter thanking the customer for his continued business and stating that you hope the customer will return to your firm in the future for all word processing needs. Save this letter under the name **Thanks**. Don't forget to make one copy for your customer and one for your boss. Attach it to the final report.
6. Remember, you can **not** receive payment (a grade) for something your boss has not seen. When the project is completely finished, schedule a meeting with your boss to review the customer's response to your work. This is a typical workplace evaluation.

Student Name: ______________________ Period: ________

Customer Name: ______________________ Class: ________ Period: _____

Possible Points	**25 Step One**	**25 Step Two**	**20 Step Three**	**25 Step Four**	**25 Step Five**	**10 Step Six**
Letter						
Document						
Total						

144

INTERDISCIPLINARY TEACHING

This project was created to allow students to get hands on experience composing and keying letters of different styles. The Language Art skills teacher and Keyboarding teachers at Oviedo High School got together to work out a plan to help students obtain this hands on experience. The assignment was to compose 3 letters using Business letter styles that were taught in the Language Arts class.

The styles used were a letter of request, a letter of complaint and a letter of recommendation. It was convenient because the Language Arts Skills teacher was located in the same building as the Keyboarding teacher. The students were taught the Business letter styles and structure of each part of the business letter from the dateline to the closing lines by the Language Arts Skills teacher. The Keyboarding teacher taught them how to format and key the 3 letters. The result of this experience is as follows:

1. The students were given keyboarding instructions.
2. The assignment was difficult for students without skills.
3. I used this time to recruit keyboarding students.
4. The assignment took 3 class periods.

Writing Letters, Memos, and Resumes

The Advantages of a Written Message

Form of the Letter

Folding the Letter

Addressing the Business Envelope

Alternate Forms of Address

Form of the Letter Expressions to Avoid in Business Writing

The Letter of Complaint

Folding the Letter

Addressing the Business Envelope

Alternate Forms of Addresses

Styles of the Business Letter

Guidelines for Writing a Business Letter

Proofreading a Business Letter

Writing In-House Messages

Writing Memorandums

Writing Messages

Using a Standard Message Form

Message When No Form Is Used

Guidelines for the Letter of Application

Sample Letter of Application

The Letter of Request

The Follow-Up Letter

Activities

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Activity Title: Slammin' Sammy's Sound Machines (Role Play)

Time line: 1 hour

Description: Students will demonstrate appropriate conflict resolution strategies, effective oral communication skills, and quality customer service techniques.

1. Cast of Characters:
   a. 1 store Manager
   b. 2 Store Employees
   c. 1 Angry Customer

2. Create an overhead to show the students the following scenario:

   The customer purchased a portable CD player one week ago at a cost of $129.95. The CD player has consistently malfunctioned since the date of purchase. The angry customer wants to return the CD player and receive a full refund. The store has a "Positively No Refund" policy.

   The store manager is in the back room calculating time cards/payroll, verifying weekly sales, etc.

   One employee is behind the sales counter waiting for customers to enter the store.

   One employee is on the phone answering questions about a particular stereo system.

   The angry customer walks in and . . . .

3. After the role play is complete, facilitate a discussion/review about conflict resolution and communication. Let the class critique (using any of the evaluation/assessment forms provided in this toolbox) the role play and offer positive and constructive feedback.

Variation: Role playing activities can be used as a form of review or as an introduction to almost any lesson. If time permits, allow four more students to participate in the role play using other communication techniques.

Teacher Tips: Select the four role play participants at random. Give the participants 2-3 minutes to think about their roles while you provide the rest of the class with evaluation forms. Make sure everyone understands the purpose of the activity.

	Core Performance Standards	
100	Application of Information Systems	
101	Oral and written Professional Communication Skills	X
102	Technology for Effective Communication	
103	Use of Information to Solve Problems	X
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	X
107	Ethics, Customer Service, Leadership, and Supervision	X
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

Activity Title: Who's Who? Bulletin Board Design

Time line: 1 ½ hours

Description: The students will demonstrate proper keyboarding skills while reinforcing time management skills, creativity, and effective written communication.

1. Allow the students to describe themselves in no more than 1 page. They can use a variety of methods including a poem, short story, letter to a friend, personal resume, memo about themselves, etc. Let the students use their imagination and creativity to go wild!
2. Inform the students to NOT put their names anywhere on the front of their paper and to NOT let anyone else read their papers.
3. Each student should print their paper and write their names on the back in very small but legible print.
4. Teacher collects the papers and numbers them. Teacher hangs all of the papers on the bulletin board inside of the classroom. (This can be done during the planning period or after school.)
5. The next day when students come into class have a "Who's Who" paper ready for them. Each student is supposed to figure out who's who in their class.
6. After 15-20 minutes let each student tell "who" they are. Allow plenty of time afterwards for student conversation and interaction.

Variation: Facilitate a class discussion on the purpose of this activity. In other words, let the students tell you and each other why it is important to learn about different people and how this relates to the workplace.

Teacher Tips: This is an excellent way for students to get to know each other. It helps build a sense of "community" in the classroom as students may discover new friends that have similar interests. This will be of great benefit later in the semester/year when you are using teamwork activities in your classroom.

Core Performance Standards		
100	Application of Information Systems	X
101	Oral and written Professional Communication Skills	X
102	Technology for Effective Communication	X
103	Use of Information to Solve Problems	X
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	
107	Ethics, Customer Service, Leadership, and Supervision	X
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

WHO'S WHO?

Paper #	Who is this?
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Activity Title: Bio Poem

Time line: 1 hour

Description: Students will reinforce their keyboarding and word processing skills while demonstrating creativity and learning about each other.

1. Each student creates and keys the following:

Line 1	Your first name only
Line 2	Four traits that describe you
Line 3	Sibling of (or daughter/son of. . .)
Line 4	Lover of . . . (3 ideas, people, etc.)
Line 5	Who feels . . . (3 items)
Line 6	Who needs . . . (3 items)
Line 7	Who gives . . . (3 items)
Line 8	Who fears . . .(3 items)
Line 9	Who would like to see . . . (3 items)
Line 10	Resident of . . . (city and state)
Line 11	Your last name only

Example:

Robert
Honest, happy content, and patient
Brother of Lawrence, Susan, and Eric
Lover of summertime, playing basketball with my friends, and Laura's smile,
Who feels joy when traveling, loneliness without my friends, and happiness when I'm driving my car,
Who needs sunshine, friends, and privacy,
Who gives friendship, encouragement, and time to my friends,
Who fears pain, hunger, and final exams,
Who would like to see all people be friendly with each other, snow, and Paris,
Resident of Lake Orange, Georgia
Hall

2. Each student prints his/her bio poem and hangs it on the classroom bulletin board.

Variation: Decorate the classroom bulletin board with these creative poems. This activity can be used to describe any topic.

Teacher Tips: Create an overhead of Step 1, including the example, to be displayed while the students are creating their poems. However, offer no other suggestions. Let the students use their imagination to go wild!

Core Performance Standards	
100	Application of Information Systems
101	Oral and written Professional Communication Skills
102	Technology for Effective Communication
103	Use of Information to Solve Problems
104	Workplace Trends and Issues related to career decisions
105	Management and Organizational Functions in the workplace
106	Practice of Quality Performance
107	Ethics, Customer Service, Leadership, and Supervision
108	Financial and Mathematical Applications
109	Career Exploration, Personal Assessment
110	Career Planning and Goal Setting

Management Points

NAME ______________________________

MANAGEMENT POINT RECORD

__________ TERM

Date	Description	+ or -	Balance

MANAGEMENT POINTS

EARN

- Wednesday Professional Dress
- First time pass (86%) exam
- Student Mentor
- Extra Mile Management Tasks
- Parent/Guardian Attendance
- Current Event (Xerox copy, written summary, oral presentation--limit 2)
- Join FBLA
- FBLA Competition
- Place 1st, 2nd, or 3rd in FBLA competition
- Participate in District, State FBLA Functions
- FBLA Fund Raiser

LOSE

- Computer/Classroom Vandalism
- Inappropiate Vocabulary
- Unexcused Tardy
- Disrespect to Teacher/Student
- Failure to Keep Appointment
- Not in Assigned Software
- Work Station not left in orderly fashion (disks, paper, books)

SCALE

10	A
9	A-
8	B+
7	B
6	B-
5	C+
4	C
3	C-
2	D+
1	D

Assessment

ASSESSMENT

What are traditional assessments?

Traditional assessments are usually characterized by paper-and-pencil, structured-response tests, including all categories of fixed-response tests such as multiple choice, true/false, and fill-in-the-blank. Traditional tests usually have one *correct* or *best* answer, and they do not allow for awarding of partial credit. In most cases, they can be scored by machine. Traditional assessments can be useful in assessing the students' knowledge of information and concepts, and for assessing their knowledge of theory.

What are alternative assessments?

All other assessment options, with the exception of those mentioned above, fall under what have been called ***alternative assessments***. Alternative assessments allow for more than one correct answer. They enable partial credit scoring, and require human scorers to judge the quality of performances. Examples of alternative assessments are as follows:

> **Product-based Assessments** - require students to create or construct a product, which then serves as the basis for assessment of what the student has learned. Examples include research papers, business plans, publishable keyboarding samples, etc. The *products* are created over an extended period of time, often incorporate revisions, and might include take-home portions of assignments.
>
> **Behavior or Performance-based Assessments** - require students to demonstrate behaviors or processes that must be assessed through observation of the actual demonstration. Group and individual recitations, use of tools and apparatus, and social interactions are all examples of behaviors that need to be assessed through observation.
>
> **Interview-based Assessments** - require students to respond verbally to questions presented in an interview situation. It is a method that is based on verbally articulated responses, and can be done in a group or individually.

Portfolio Assessments - are purposeful collections of student products that are assessed periodically. Depending on their intent, portfolios can serve as the basis for assessing individual student growth on given outcomes/competencies or for assessing learning specific to outcomes addressed in a theme or unit. Portfolios can contain samples of products, as well as behavior or performance-based assessments. They can also contain reflective journals, current newspaper and periodical articles which relate to a particular theme or unit, research summaries including those by other students, documentation of skills, recommendation letters from teachers, employers, etc., resumes', certificates of training and awards, and a variety of other items.

Students should be given the opportunity to comment on their own progress and on the progress of their fellow students. ***Self-evaluations*** and ***peer-evaluations*** are other examples of alternative assessments. Families and supporters of students, community members, and employers involved in instruction should also have an opportunity for assessment of students if the situation allows for this.

Ideally, planning and designing of assessments should occur at the same time that teachers are thinking about and planning instruction. Such an approach ensures that there is a close alignment between what is *taught* and what is *assessed*. Some appropriate questions a teacher may ask himself/herself are:

- Is the assessment feasible for classroom use?
- Can the task be done within school and homework time?
- Are necessary materials available/accessible?
- Is the task likely to engage the student (hold student interest)?
- Does the assessment format fit the nature of the targeted outcomes?

Why are alternative assessment strategies important in today's BE classrooms?

Assessment of student achievement is a fundamental component of *Florida's System of Educational Reform and Accountability*. Proper assessment provides vital information on the effectiveness of Florida's educational reform efforts and on the level of students' achievement. Our schools will be held accountable for student achievement via the analysis of assessment information and the reporting of its results. Curriculum and assessment developers and teachers should examine assessment strategies that provide for learning in context with work roles and with life.

Alternative assessments not only answer the question "What do students *know*?", but also, "What are students able to *do*?" Authenticity in assessment activities is crucial. That is, assessment activities should not measure simple recall of information only, but should also determine how well the students have made sense of the information, whether or not they can apply it to situations that require critical thinking, and whether or not they can use their knowledge to communicate and demonstrate workplace competencies.

Examples of Alternative Assessments

Following are examples of alternative assessments for classroom use. At this time it is important to note that classroom assessment may have several purposes. Certainly, the purpose we are most familiar with is that of assessing to assign a letter grade. However, assessments may also be used for the sole purpose of enabling the teacher to determine which areas a particular student may need further assistance. Or, peer and self-evaluations may be used which allow the students to discover for themselves their particular strengths and improvement areas. The following examples may be used for multiple purposes, and are not necessarily designed for letter grade purposes.

How do alternative assessments meet Florida's education goals?

Florida's System of School Improvement and Accountability (1995), developed jointly by state legislators, the Florida Department of Education, and the Florida Commission on Education Reform and Accountability, presents a comprehensive vision for educational reform and school accountability. In an attempt to raise standards of public education in the state, it articulates seven goals for education. Goal 3 of the envisioned system deals with student performance in ten broad areas. The content of Goal 3 was influenced by SCANS, a report which outlines the basic competencies, thinking skills, and personal qualities needed by students in order to be successful in the workplace. Goal 3 consists of complex competency areas that place new demands on assessment practices. Alternative assessments more accurately measure students' skill and competency levels as opposed to traditional paper and pencil tests.

Assessment Title: Self Evaluation

Time line: 10-15 minutes (for student to complete)

Description: Students should be given the opportunity to report on their own progress. Self evaluations give students the opportunity to assess their progress while providing a vehicle for reflection on the project or activity. The Student Evaluation form on the next page is just one example that can be used during any team project or activity.

Variation: Self Evaluation is not limited to team projects. It may be used for individual assignments as well.

Variation: With minor modifications, the form on the next page can be used as a peer evaluation or as a group effectiveness survey. (An example of the peer evaluation modification is included.)

Teacher Tips: Allow students the opportunity for growth and improvement without penalizing them for honest responses. If a student believes he/she did not contribute a fair share to the first project/activity, allow him/her to reflect on ways to improve performance to be a more contributing member for the next team project. In other words, value the honesty of the responses as much as you value the actual performance.

Core Performance Standards		
100	Application of Information Systems	
101	Oral and written Professional Communication Skills ›	☒
102	Technology for Effective Communication	
103	Use of Information to Solve Problems	
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	☒
107	Ethics, Customer Service, Leadership, and Supervision	☒
108	Financial and Mathematical Applications	
109	Career Exploration. Personal Assessment	☒
110	Career Planning and Goal Setting	

Student Name________________

Team Name________________

Self Evaluation

	Always	Frequently	Sometimes	Rarely
✔ I contributed my share of the work.	____	____	____	____
✔ I helped other group members feel important by listening and encouraging them to participate.	____	____	____	____
✔ I communicated openly with my team.	____	____	____	____
✔ I helped the other members of my team learn.	____	____	____	____
✔ I made sure everyone in my team did their share.	____	____	____	____
✔ I was cooperative and patient with my team.	____	____	____	____
✔ I included everyone in our conversations and decisions.	____	____	____	____

Overall, I rate my performance as:

Excellent Above Average Average Below Average Low

Evaluator's Name__________ ___

Team Member's Name__________ ___

Peer Evaluation

	Always	Frequently	Sometimes	Rarely
✔ Team member contributed his/her fair share of the work.	____	____	____	____
✔ Team member helped other group members feel important by listening and encouraging them to participate.	____	____	____	____
✔ Team member communicated openly with his/her team.	____	____	____	____
✔ Team member helped the other members of the team learn.	____	____	____	____
✔ Team member made sure everyone in his/her team did their share.	____	____	____	____
✔ Team member was cooperative and patient with the team.	____	____	____	____
✔ Team member included everyone in our conversations and decisions.	____	____	____	____

Overall, I rate my team member's performance as:

Excellent Above Average Average Below Average Low

Additional Comments:____

____

Assessment Title: Peer Evaluation

Time line: 15 minutes (for student to complete)

Description: Peer evaluations may be used as a portion of the criteria necessary to assign a letter grade, or they may be used for the purpose of allowing the student to gain insight into how his/her team members viewed his/her contribution to the project without any reference to letter grade. Peer evaluations are beneficial to both the student being evaluated, as well as the students doing the evaluating because it requires each student to reflect on the entire project and individual contributions. As a note, students should be notified in advance when peer evaluations will be part of the assessment and letter grade. No surprises!

On the following page is one example of a peer evaluation form in narrative format.

Variation: Peer assessments may be in numeric form with a number of criteria ranked on a Likert-type scale of 1 to 5. Example:

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Teacher Tips: Peer assessments can be used with any team project or activity. To encourage honest evaluations it is recommended that peer evaluations NOT be shared with the other team members. It is appropriate to make general statements to a student about his/her teammates comments. But, it is not appropriate to tell the student specifically who said what. Make sure the students understand the confidentiality of these evaluations prior to having them complete the assessments.

	Core Performance Standards
100	Application of Information Systems
101	Oral and written Professional Communication Skills
102	Technology for Effective Communication
103	Use of Information to Solve Problems
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PEER EVALUATION FORM

Your Name: ____________________

Name of Student to be Evaluated: ____________________

Name/Type of Project: ____________________

Other Members of your Team: ____________________

____

____

Difficulties Experienced:

____

____

____

The most beneficial aspect of having this person on my team was:

____

____

____

The least beneficial aspect of having this person on my team was:

____

____

____

Circle One: Overall Ranking

Excellent Above Average Average Below Average Low

Assessment Title: Group Effectiveness Survey

Time line: 15 - 20 minutes (for group to complete)

Description: As a team, students will complete the Group Effectiveness Survey as it appears on the following page. All team members must agree.

Variation: This survey could be used as a peer evaluation form or as a self assessment form by simple modifications of the questions. (An example of the self assessment is included.)

Variation: After each team has completed the survey, facilitate a class discussion by having each team defend their responses. (Allow and additional 30 - 40 minutes.)

Teacher Tips: When facilitating the class discussion, allow each team ample opportunity to explain why they evaluated themselves the way they did. Let the teams share with the class *what worked well* with their team, as well as *what went wrong*, and how they corrected the problems.

Core Performance Standards		
100	Application of Information Systems	☐
101	Oral and written Professional Communication Skills ›	☒
102	Technology for Effective Communication	☐
103	Use of Information to Solve Problems	☐
104	Workplace Trends and Issues related to career decisions	☐
105	Management and Organizational Functions in the workplace	☐
106	Practice of Quality Performance	☒
107	Ethics, Customer Service, Leadership, and Supervision	☒
108	Financial and Mathematical Applications	☐
109	Career Exploration, Personal Assessment	☒
110	Career Planning and Goal Setting	☐

Team Work
Group Effectiveness Survey

Team Names____________________
Team Task ____________________

Team members: Please plot your level of agreement on the continuum below each statement. This instrument will be used as a guide to reflect on the effectiveness of the team work completed.

Disagree **Agree**

All team members contributed equally:

☹ ____________________ 😐 ____________________ ☺

Team members were cooperative and patient with each other:

☹ ____________________ 😐 ____________________ ☺

We did a better job *together* than we each could have *alone*:

☹ ____________________ 😐 ____________________ ☺

Team members listened to and encouraged each other:

☹ ____________________ 😐 ____________________ ☺

Team members cooperated and shared ideas openly:

☹ ____________________ 😐 ____________________ ☺

Overall Team Effectiveness:

☹ ____________________ 😐 ____________________ ☺

Additional Comments:

____

____

____

____

Your Name______________________
Self Assessment Survey
Team Name______________________

Please plot your level of agreement on the continuum below each statement. This instrument will be used as a guide to reflect on the effectiveness of your contribution to the team.

Disagree **Agree**

I contributed my fair share:

☹ ______________________________________ ☺
😐

I was cooperative and patient with my team members:

☹ ______________________________________ ☺
😐

We did a better job *together* than I could have done *alone*:

☹ ______________________________________ ☺
😐

I listened to and encouraged my team members:

☹ ______________________________________ ☺
😐

I shared my ideas openly:

☹ ______________________________________ ☺
😐

My overall effectiveness within the team:

☹ ______________________________________ ☺
😐

Additional Comments:

____
____
____
____

Assessment Title: Rubric

Time line: Varied (Teacher designs the rubric to meet the project requirements.)

Description: An **assessment rubric** is a set of rules used to rate a student's competency level on performance tasks such as essays, projects, portfolios, etc. Rubrics are a **teacher tool** used to create consistency in assessment. Often, rubrics are developed by the teacher, but, in certain situations, it may be beneficial to involve students in the creation of the rubric.

Following are examples of two different types of rubrics. The first uses a numeric scale created for the purpose of assigning a letter grade. The second simply identifies performance levels which will assist the teacher and student in determining the student's needed improvement areas.

In both examples the rubrics were designed for a specific project/activity and are included in this toolbox solely as examples of "how" a rubric may be used. However, both examples could be easily redesigned to meet the guidelines and objectives of any project or activity.

Variation: Variations included in the *Description* section. (The performance rubric may also be used as a self assessment form.)

Teacher Tips: Allow the students to use the rubric as a guideline for project completion. By frequently referring to the rubric, students will be able to monitor their progress and guarantee that they are meeting all of the project requirements.

Core Performance Standards		
100	Application of Information Systems	
101	Oral and written Professional Communication Skills	
102	Technology for Effective Communication	
103	Use of Information to Solve Problems	✓
104	Workplace Trends and Issues related to career decisions	
105	Management and Organizational Functions in the workplace	
106	Practice of Quality Performance	✓
107	Ethics, Customer Service, Leadership, and Supervision	
108	Financial and Mathematical Applications	
109	Career Exploration, Personal Assessment	
110	Career Planning and Goal Setting	

SCORING RUBRIC

(Project: Create a reference manual for Microsoft Works)

CRITERIA	MAX. POINTS
All major categories included in manual: (There are five major categories outlined in the guidelines handout - you will receive 10 points for each category included in your manual.)	50
All sub-categories included in manual: 24 sub-categories outlined in the guidelines handout to be scored as follows: Sub-category included/incorrect directions : 1 point Sub-category included/partially correct dir. : 3 points Sub-category included/correct directions : 5 points	120
Format, Clarity, Style, Organization: To be scored as follows: Appropriate use of Margins: 5 points Appropriate use of Fonts : 5 points Outline Format and Style : 5 points Overall aesthetic appeal : 10 points	25
Cover Page: To be scored as follows: Macintosh Draw and Paint Program Used: 10 points Logo Included : 10 points Name and Class Period Included : 5 points	25
TOTAL POSSIBLE POINTS	**220**

198 - 220	A
176 - 197	B
154 - 175	C
132 - 153	D

This project is 25% of your total semester grade! GOOD LUCK!!

PERFORMANCE RUBRIC

(Global Trends Research Project and Presentation)

Did I find articles relating to global issues that met my purpose?

______ I found many articles that related to global issues that met my purpose; I even created new ideas based on other information.

______ I found some articles that related to global issues that met my purpose.

______ I found articles that related to global issues, but few of them met my purpose.

______ I had difficulty finding articles related to global issues.

Adequacy of Presentation

______ I explained the global issues I found in the articles and gave several specific examples of how these issues relate to our purpose. I also added my own ideas.

______ I explained the global issues I found in the articles and gave 1 or 2 examples of how these issues relate to our purpose.

______ I explained the global issues I found in the articles.

______ I was unable to explain the global issues I found in the articles.

Success in Completing the Assignment

______ I did a good job of noticing when the task was getting difficult and was creative at finding ways to not give up; I even tried things I knew would be difficult because I knew I could make myself stick with it.

______ I was good at not letting myself give up even when the task got difficult.

______ I sometimes gave up on parts of the task that got difficult.

______ I gave up when things got even a little difficult.

Assessment Title: Checklist

Time line: 10 - 15 minutes

Description: **Checklists** are another example of assessment tools that can be used for multiple purposes. A checklist can be based on points for the purpose of assigning a letter grade. Or, a checklist can be completed by the teacher for the purpose of determining improvement areas. Peer evaluations as well as self evaluations are also very effective in checklist format.

Following is an example of a ***scoring checklist***. Again, this example was designed for a specific research project. However, it can easily be modified to fit any project or activity.

The subsequent ***observation checklist*** is a generic form that could be used for any project or activity.

Variation: The scoring checklist can be modified to an "information only" version by simply removing the point scale. It can be used by both teacher and student to evaluate performance.

Teacher Tips: Allow students to use the checklist as a guide to project completion. Students will be able to monitor their progress to meet all project requirements.

Core Performance Standards		
100	Application of Information Systems	☐
101	Oral and written Professional Communication Skills	☐
102	Technology for Effective Communication	☐
103	Use of Information to Solve Problems	☒
104	Workplace Trends and Issues related to career decisions	☐
105	Management and Organizational Functions in the workplace	☐
106	Practice of Quality Performance	☒
107	Ethics, Customer Service, Leadership, and Supervision	☒
108	Financial and Mathematical Applications	☐
109	Career Exploration, Personal Assessment	☐
110	Career Planning and Goal Setting	☐

SCORING CHECKLIST

(Yes = 2 ½ points No = 0 points)

	Yes	No	Comments
All items of information complete			
All items of information accurate			
All items of information legible			
Planned/Outlined			
Brain stormed Ideas			
Developed Draft			
Edited draft for spelling			
Edited draft for punctuation			
Edited draft for grammar			
Edited draft for format/sentence structure			
Edited draft for content			
Developed/Revised final copy			
Introduction appropriate			
Coherently organized ideas			
Main ideas supported with relevant facts			
Statement is convincing			
Conclusion is appropriate			
Purpose and audience is clearly identified			
Content suitable for purpose and audience			
Variety in sentence structure			

Total Points: __________ (Maximum of 50 points)

OBSERVATION ASSESSMENT CHECKLIST

Name ____

(To be completed by teacher based on observed performance of the task)

	Little or no evidence of this Behavior (1 point)	Some Evidence of this Behavior (3 points)	Consistent Evidence of this Behavior (5 points)
Social Skills			
Interacts in positive ways w/ team members			
Interacts in socially acceptable ways w/ team			
Accepts praise			
Accepts criticism			
Provides positive feedback to others			
Responsibility			
Stays focused on tasks			
Uses strategies to complete tasks			
Honesty			
Fulfills obligations in work context			
Displays a sense of right and wrong in actions			
Demonstrates truthfulness in actions			

Total Points: __________ (50 maximum)

GRADING SCALES

1ST NINE WEEKS

Option 1

20%	Technique
20%	Timings
20%	Daily Work
10%	Tests
10%	Management Points
20%	Exam

Option 2

40%	Technique
10%	Timings
10%	Daily Work
10%	Tests
10%	Management Points
20%	Exam

2ND, 3RD, 4TH NINE WEEKS

10%	Technique
20%	Timings
20%	Daily Work
20%	Tests
10%	Management Points
20%	Exam

BE 155

GREAT SEAL OF THE STATE OF FLORIDA
IN GOD WE TRUST

Affirmative action/equal opportunity employer
Frank T. Brogan, Commissioner